



THE SIERRA EDUCATIONAL NEWS

Volume XIX

APRIL 1923

No. 4

The Budget Situation

Practicing Citizenship

Training Atypical Children

Income and School Support

Department of Superintendence

State Conference on Educational Crisis

The Baking Powder Test

Chicago, April 1, 1923.

TO THE DOMESTIC SCIENCE TEACHERS OF THE NATION:

You can test canned meats or fish by the smell or appearance; canned fruits by their flavor, size and firmness; in fact, you can readily judge almost any canned goods through sight, taste or smell. But these tests will not apply to Baking Powder. If you know a Baking Powder is good, you can bake with confidence. There may have been times when your bakings have failed and you have wondered why. Your Baking Powder may not have been fresh. But—how find out? How apply a real test?

Calumet Baking Powder contains 15-100 of one per cent of dried white of fresh hens' eggs. This is not placed in the Baking Powder for its food value at all. This White of Egg is placed in Calumet so the grocer, the housewife, the domestic science supervisor may have a certain means of testing its freshness and strength.

How to Make the Test.

First, take an ordinary drinking glass holding one-half pint, or in other words, the quantity that is usually known in the household as "one cupful." All that is needed is this empty glass, which must be dry, an ordinary teaspoon and a little water of the ordinary room temperature (not ice water nor hot water). Place two level teaspoonsfuls of the baking powder in the dry glass, to which add the same quantity (2 teaspoonsfuls) of water, quickly; stir rapidly for a moment (while counting 5); just long enough to thoroughly moisten the powder; remove the spoon and watch the mixture rise. Note the action of the powder. Calumet rises slowly and evenly, requiring 2 minutes to show the full strength. If the powder is of full strength, and you have proceeded properly, the gas released will form bubbles sufficient to half fill the glass. But one caution. Do not attempt to make the mixture rise by constant stirring, as whipping or beating the mixture breaks the gas bubbles that are formed and allows the gas to escape.

Calumet salesmen use this test to find out if the grocer's stock is fresh and of full strength. But the test is so simple that any housewife or domestic science supervisor may easily try it. Both as an experiment and as a test, the girls in the domestic science work always enjoy this simple method of testing baking powders. Something like 30 different brands of baking powder use dried white of eggs. Any Calumet Baking Powder that does not meet the White of Egg Test will at once be replaced by your grocer with a fresh can.

Besides providing an absolutely sure test of the freshness and strength of a baking powder, dried white of eggs increases the efficiency of the carbon dioxide gas evolved of from 2.5 to 3.2 per cent. It is also helpful in producing light biscuits when the oven temperatures are not properly controlled or when the dough has to stand for some time before baking.

Yours for an Easily Tested Baking Powder,

CALUMET BAKING POWDER CO.

4100-4128 Fillmore Street

Chicago, Illinois

Teachers—

\$10,000 For Your Ideas

Over ten thousand dollars (\$10,000) in cash and valuable prizes given to teachers of Cabinet Making and Directors of Vocational Education having under their charge this activity of Vocational School work.

We want your thoughts on how to make the woodworking or cabinet making department more educational in the training of boys. We don't care about the technical (or trade) side except as it may relate to the educational phase of the subject.

We believe that cabinet making is replete with possibilities for character building,—for mental and cultural development. We want you to tell us what you think of the idea—what you are doing or propose to do to emphasize the cultural side of cabinet making in the training of your boys.

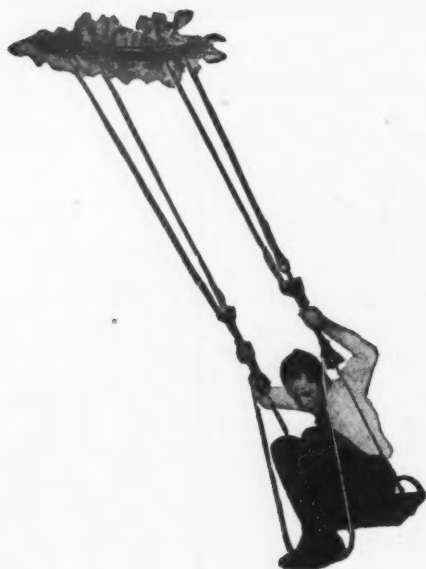
Every teacher who sends us 500 words or more on this subject will be rewarded for his endeavor. The best thoughts on the subject will be bound in book form and distributed broadly throughout the country. And essays considered worthy of entrance into this book will be awarded special cash prizes according to their merit to be established by a Board of Judges, consisting of three men high in the vocational field.



Write for Details

**AMERICAN WOOD-WORKING
MACHINERY CO.**

Rochester, N. Y.



The Exerswing
The Swing Supreme

Provides a maximum of healthful, invigorating exercise impossible to be secured from an ordinary swing.

Self propelled and self controlled, it is easily operated by any child, still bringing into play practically all of the muscles of the body.

An ideal means of recreation at a very reasonable cost.

Wearing parts are unbreakable, cannot tear the clothing or hands—in fact every emergency has been guarded against and every effort has been put forth to make this "The Swing Supreme", the most useful item of playground equipment you can buy.

C. F. WEBER & CO.

San Francisco

Los Angeles

WELL!
Where Can I Play?



THERE is but one answer to the query of the kid—

PUBLIC PLAYGROUNDS

equipped with—

EVERWEAR

all steel

**PLAYGROUND
APPARATUS**

Safeguarding the Child, you mould the Man. Plan your playgrounds—
NOW.

MANUFACTURED BY
THE EVERWEAR MANUFACTURING CO.


SOLD EXCLUSIVELY BY

C. F. WEBER & CO.

San Francisco

Los Angeles





Planning a Playground?

When planning a new playground or extending an old one, you can safely be guided by the judgment of leading educators, physical instructors and civic officials in other cities, who have selected Medart Playground Equipment above all others.

MEDART

PLAYGROUND EQUIPMENT

Combines the factors of Safety, Service and Durability. The prices are much lower than you would expect for apparatus of such high character. Catalog "M-9" will be sent on request to anyone interested. Write today.

Fred Medart Manufacturing Co.
 Potomac and DeKalb Sts., St. Louis, Mo.
 New York, 52 Vanderbilt Ave.
 Chicago, 326 W. Madison St.
 Kansas City, Lathrop Bldg.
 San Francisco, Rialto Bldg.
Also Manufacturers of Steel Lockers
Catalog on request

Public Sales

We have purchased 122,000 pair
U. S. Army Munson last shoes,

Sizes 5½ to 12, which was the entire surplus stock of one of the largest U. S. Government shoe contractors.

**This shoe is guaranteed
One Hundred Percent Solid Leather.**

Color, dark tan, bellows tongue, dirt and waterproof. The actual value of this shoe is \$6.00. Owing to this tremendous buy we can offer same to the public at \$2.95.

Send correct size. Pay postman on delivery, or send money order. If shoes are not as represented we will cheerfully refund your money promptly upon request.

**National Bay State
Shoe Company**

296 Broadway, New York, N. Y.

The Draper Sanitary Roller Shade



**The Draper line of Adjustable
Cotton Duck Shades**

Manufactured by

**The Luther O. Draper Shade Co.,
Spiceland, Ind.**

Are distributed by

C. F. WEBER & CO.

985 Market Street
San Francisco



and in Nature Study

COMPTON'S PICTURED ENCYCLOPEDIA Enriches Education

ABOVE, reduced in size, are the first two pages of a ten-page survey of *Plant Life*. With absorbing interest the organization of the Vegetable Kingdom and the vital processes of plants are explained in a fashion that needs no interpretation.

The ten pages are studded with twenty photo-engravings, illustrating such phenomena as osmosis, the tropisms, root structure, parts of a plant, etc. There is an illustration for every idea that needs a picture; and in every picture there is an idea the full significance of which is clearly developed in the explanation below it. This is practical Visual Education which the teacher can actually use.

Plant Life is prefaced with a specially written motivated paragraph which exposes the fundamental importance of

plants in man's life and thus furnishes the guiding motive for study which is further developed in the article.

**Complete
article
FREE**

These ten pages were prepared at a cost of more than a thousand dollars; they were planned and written by men who are devoting their lives to education; they constitute one of the most valuable lessons in Nature

Study that is to be found anywhere. And *Plant Life* is only one of thousands of school subjects in Compton's Pictured Encyclopedia with which you can enrich your teaching.

We will send you this complete article, **FREE**. If you prefer a different article, name the subject, and the material will be mailed to you, **free**, without obligation.

Write to F. E. COMPTON & CO.
58 East Washington St., Chicago
Please address, Department 194

Say you saw it in the Sierra Educational News

PRINTING

The Modern Educational Tool

PRINTING IS AN INDUSTRIAL ART THAT COMBINES CULTURAL AND
MANUAL EDUCATIONAL ADVANTAGES



Language—The raw material of Printing is language—any language. Through the art of Printing the pupil is brought into close contact with the best literature and a desire is aroused for greater knowledge of the mechanics of language.

Spelling—Greater appreciation of accuracy is aroused by means of printing. The sight-sense pupils are most readily taught spelling through type composition.

Grammar—Abstract methods of teaching this important subject are uninteresting. Motivate grammar by means of Printing.

Art—The principles of design are always taught in connection with Printing—"The Art Preservative of all Arts."

Punctuation—"Cold Type" demands a proper use of punctuation marks. Commas, periods, colons, semicolons, quotations, exclamation and question marks mean something to the pupil who is taking printing instruction.

Mathematics—The mathematical problems in Printing are interesting and can be used in any grade from the sixth to the high school.

Drawing—Freehand and Geometrical drawings are used freely in Printing.

Science—The theory of light, heat and electricity should always be correlated with Printing. The laboratory problems should be the making of paper, ink and printers' rollers.

Superintendents of schools and principals are urged to request further information about Printing—the Modern Educational Tool. Write to

F. K. PHILLIPS, *Manager of Education Department*

American Type Founders Company

300 Communipaw Avenue, Jersey City, N. J.

Selling Houses in most of the Principal Cities. Let Us Tell You of the Nearest One



Say you saw it in the Sierra Educational News



Where Daytime Adventure Becomes Campfire Romance



Eight New Bungalow Camps in Canadian Pacific Rockies



Nightfall—and the ruddy glow of the campfire. . . . Tales of the day's adventures—big fish, glaciers, forest animals, mountain trails climbed, rapids run by canoe. . . . The moon's crescent bringing promise of sunny days and clear silvery nights to come. Take your vacation this year at the Bungalow Camps reached by the Canadian Pacific Railway.

It Doesn't Cost Much—and Easy to Reach

There are eight new Bungalow Camps in the Canadian Pacific Rockies: at Moraine Lake, Lake Wapta, Lake O'Hara, Yoho Valley, Emerald Lake, Vermilion River and Sinclair Hot Springs, the last two on the new Banff-Windermere automobile highway, and Lake Windermere, where you will find a good golf course in full view of mountain ranges.

Ride through glorious mountain scenery this year from the Canadian Pacific Bungalow Camps. They are set wherever the site commands a

thrilling view. Yet a vacation at these camps actually costs less than a holiday at an ordinary hotel.

Each camp is composed of rustic bungalows grouped around a central club house where you can dine, dance, or indulge in social recreation. The bungalows are comfortably furnished and the meals excellent. Do you want to ride, hike, swim, fish, take pictures or paint them? Or do you just want to spend a vacation close to nature? These bungalow camps will satisfy your every wish.

For full particulars consult one of the following Canadian Pacific Agents:
 608 Second Ave., Seattle, Wash.
 675 Market St., San Francisco
 Madison Ave. at 44th St., New York
 55 Third St., Portland, Ore.
 605 S. Spring St., Los Angeles
 140 S. Clark St., Chicago

CANADIAN PACIFIC
IT SPANS THE WORLD

Say you saw it in the Sierra Educational News

ALBERT

38th YEAR

TEACHERS' AGENCY

25 E. Jackson Blvd.,
Chicago.
437 Fifth Ave., New York.
Symes Bldg., Denver,
Colorado.
Peyton Bldg., Spokane,
Washington.

Our clients are the best
Schools and Colleges and
pay highest salaries. If
deserving of promotion,
they will want you. Send
for new booklet, "Teach-
ing as a Business."

THE FISK TEACHERS' AGENCY

2161 Shattuck Ave.
Berkeley, California

We Specialize in the Promotion of Teachers from Small to Large Schools
Registration Free. Experienced and Successful Teachers Constantly in Demand.
Other Fisk Offices: Boston, New York, Pittsburgh, Memphis, Birmingham, Chicago, Denver,
Portland, Los Angeles. Send to any office for registration forms and circulars.

The Agency you will eventually join *Why Not Now?*

Western Teachers' Exchange

Denver, Colo.

Berkeley Bank Bldg., Berkeley, Calif.
Chicago, Ill.

Minneapolis, Minn.

Professional Placement for Progressive Teachers Discriminating Service to School Officials

THE J. M. HAHN TEACHERS AGENCY

Rests on a record of ten years of successful teacher-placement in California.
Serves all Educational Institutions—Kindergartens, Elementary and Second-
ary Schools, Normal Schools, Colleges, and Universities.

No registration fee Correspondence invited
J. M. HAHN } Managers Phone Berkeley 311 Rooms 35-38, 2161 Shattuck Ave.
Blanche Tucker } Berkeley, California

ESTERLY TEACHERS' AGENCY

No Registration Fee.
Competent Teachers
Always in demand.

2161 Shattuck Ave., Berkeley
Phone Berkeley 5239

University, Normal and High
School references given
on request.

Coddington Teachers Agency

Sixteenth Year

533 Citizens National Bank Building

Los Angeles, California

:-:

Phone 14531



CLARK Teachers Agency



CHICAGO
STEINWAY HALL
NEW YORK
FLATIRON BLDG.
BALTIMORE
110 E. LEXINGTON ST.
COLUMBUS, O.
FERRIS BLDG.

34th Year
Each Office Has the
Records of All
Address the Nearest

Free Registration

MINNEAPOLIS
GLOBE BLDG.
KANSAS CITY, MO.
NEW YORK LIFE
BLDG.
LOS ANGELES
DOUGLAS BLDG.
SPOKANE, WASH.
CHAMBER OF
COMMERCE BLDG.

*First Notice
to
Librarians, Purchasing Agents,
School Superintendents and Principals*

VACATION TIME WILL SOON BE HERE

You should plan NOW to have your text books re-bound during the vacation period.

Let us re-bind your books and prove to you that a re-bound book will outwear four new copies.

Send your books to us just as soon as school closes, and we will return them to you in time for the opening.

Write for price list and particulars.

FOSTER & FUTERNICK CO.
Library Bookbinders
"WE KNOW HOW"

39 Battery St.

San Francisco

SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association

Published Monthly by the California Council of Education

Editorial and Business offices, Phelan Building, San Francisco.

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council..Managing Editor

RICHARD G. BOONE, Professor of Education, University of California..Associate Editor

Advisory Editorial Board:

A. H. Mabley, San Luis Obispo

Miss Ruth Smart, Long Beach

Miss Ella G. McClerry, Sacramento

P. F. Valentine, Fresno

Miss May C. Wade, Berkeley

JAMES A. BARR.....Advertising Manager

MABEL BOGGESS.....Circulation Manager

Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879.

Subscription, \$2.00 per Year

20 Cents per Copy

VOL. XIX

APRIL, 1923

No. 4

CONTENTS

FRONTISPIECE	186
EDITORIAL:	
The Budget Situation	A. H. C.....187
Where Should College Education Lead?.....	A. H. C.....188
Control of Higher Education.....	A. H. C.....189
Practicing Citizenship in Lindsay High School.....	J. H. Bradley.....190
Training Atypical Children.....	Anne M. Bradley.....192
The Student Body of the Budlong Avenue School, Los Angeles.....	Ethel Peggy Houch.....193
What Do Our Children Know?.....	William G. Jordan.....194
Income and School Support.....	Richard G. Boone.....195
The Parent-Teacher Associations.....	Mrs. Harry J. Ewing.....196
Department of Superintendence, National Education Association	Arthur H. Chamberlain.....197
Thoughts by the Nation's Educators at Cleveland.....	A. J. Cloud.....198
State Conference on Educational Crisis in California.....	Arthur H. Chamberlain.....199
From the Field.....	203
Educational Literature	204
Notes and Comment.....	207

Registration and Placement Bureau

To California Teachers' Association Members:

The Registration and Placement Bureau of your organization is very much at your command. Its only purpose is one of service. The Bureau is open only to members of the C. T. A. To them its service is offered at cost.

APPLICATIONS FOR POSITIONS

Hundreds of the most competent teachers have been directed to positions they desired and for which they were fully qualified. Thousands of dollars have thus been saved to our members and the schools have materially benefited. You are urged to join the Bureau; to tell us of competent teachers seeking positions; to notify us of vacancies; and to tell school officials who are in need of teachers about the Bureau.

PRINCIPALS, SUPERINTENDENTS AND OTHER EMPLOYING OFFICERS

The Bureau expects to do fully four times the business it did last year. Many Principals and Superintendents fill all their vacancies through the Registration and Placement Bureau of the C. T. A.

As indicating the value in which this branch of our work is held by employing school officials, note the following resolution which was unanimously passed at the last annual session of the City and County Superintendents of the state:

"That the valuable service being rendered the schools of the state by the Registration and Placement Bureau of the California Teachers' Association be recognized and commended to the school administrators of California in order that its usefulness may be extended."

Teachers and school officials are invited to call at any time at our main offices in the Phelan Building, San Francisco, or to write for information. For the benefit of those in Southern California there is a branch of the Bureau at the Southern Section headquarters, Loew's State Building. During the summer a branch office will also be operated in Berkeley. Write for information and blank.

Your sincerely,

ARTHUR H. CHAMBERLAIN,
CALIFORNIA TEACHERS' ASSOCIATION.

By Mabel Boggess,
Manager of Bureau.



EDITORIAL



AS we go to press, the California State Legislature is still wrestling with the governor's budget. Let it be said again that economies should be practiced wherever possible in the conduct of state government. Where there are large sums of money involved,

THE BUDGET SITUATION

there is sure to be more or less carelessness, waste and reckless expenditure, even when officials are honest and the cause is just. The cost accounting department of any large manufacturing or commercial enterprise is constantly finding leaks and introducing new plans and methods to reduce the overhead and secure larger returns upon the capital invested. It would not be strange, therefore, if the present governor or any governor could, through careful investigation of a business that approaches one hundred millions for the biennium, locate leaks that should be stopped and suggest economies that would in no way impair the progress of state development, whether commercial or social.

The first weakness in the governor's budget, in its application to educational and humanitarian institutions, is found in lack of knowledge of these institutions on the part of the budget makers. These budget makers show poverty of understanding or willful weakness in the methods employed in budget making. Effort was not made to get at the facts in the case as to the real needs for certain activities and to evaluate these activities if continued. Neither did they consider results, should the work be discontinued. No effort was made to consult those best in position to supply answers to these questions.

The second weakness is found in producing such a hasty budget that it does not reflect the real financial situation in the state. There will accrue in interest on the invested school

fund during the ensuing biennium, the sum of \$919,000. This sum has **not been** included in the budget. This money can be used only for the support of the elementary schools. This error in omission has been pointed out to the budget makers.

On the other hand an item of \$919,000, **now in the budget** to the credit of the elementary schools, does not belong there. This particular \$919,000 comes from the general revenues of the state. This latter sum should be released from its allotment for the elementary schools and allocated to the teachers' colleges and other state schools. In other words, the sum of \$919,000 now listed in the budget for elementary school support, should be transferred to the support of teachers' colleges and other state schools. Then in addition, there should be added to the budget the sum of \$919,000 for elementary school support. This amount is available over and above the moneys that the budget makers give as the total of the state's revenue.

These errors on the part of those in authority are unfortunate. It is entirely probable that other sources of revenue not now included in the budget, will be found available. The recent committee hearings at the legislature have been most illuminating. There is at this writing every reason to believe that the Teachers' Colleges, the State Library, the School for the Deaf and Blind, and other institutions whose work is absolutely essential in our developing civilization, will receive much better financial treatment than at first appeared possible, or than was intended by the makers of the budget.

This entire discussion of the budget has shown that there exists in the minds of the large majority of our most intelligent men and women a profound ignorance in the field of taxation and the allotment of tax moneys. The

popular mind assumes that a reduced state budget such as proposed, with its saving of twelve millions of dollars, will thereby lighten the taxpayer's burden by this amount. Such is not the case. The saving proposed in the budget is a saving on **state** tax money. The people do not pay state taxes. They pay taxes that are used in the support of **city** and **county** government and **local** school work. The state taxes are paid by corporations and public service organizations. If state expenditures, therefore, are lessened and the tax rate for state purposes is reduced, this consequent saving in tax money is not to the people, but to the corporations.

In other words the schools of the state—elementary and high schools, are supported by a sum fixed by the constitution at \$30.00 per unit of average daily attendance. This money comes through state taxes contributed by the public service corporations. These corporations pay no other taxes. The purpose of the King Tax Bill two years ago was to carry into effect the provisions of Constitutional Amendment No. 16, the intention of which was to equalize taxation. Under its provisions the corporations would pay their equal share of taxes, no more and no less. It will be seen therefore, that when state moneys are cut from the budget, that it is the corporations who have their taxes reduced. There is no reduction to the people who pay taxes on real estate and other personal property.

The people in California have no distinction in their fight to secure sufficient moneys to conduct the schools of the state. Throughout the country there is a decided reaction in the matter of school expenditures. The fight is now being waged in many state legislatures. Taxpayers' Associations and various selfish interests are using their utmost endeavors to save money at the expense of the schools. We should use every effort to economize and to cut useless or unnecessary expenditures. But as we have so often said, the schools belong to all the people, not simply to a part of them. The California School System must and shall be preserved.

A. H. C.

THERE is little wonder the daily newspapers give such scant attention to the serious side of education. Seldom, indeed, that a university professor utters other than a commonplace in speaking before a student body. More frequently, he will use something "catchy" or startling and thus gain a glaring headline.

Now comes a professor in the English Department of one of our universities with the argument that 7,000 of the 10,000 students are "triflers." "These men and women," says the

WHERE SHOULD COLLEGE EDUCATION LEAD?

professor, "had much better be attached to the handle of a pick or a frying pan." A member of the Department of Education of the same institution stands out in defense of these maligned students. "To begin with," he is reported to have said, "the high standards required at the university make it impossible for trifling students to last long." One might assume from such a statement that this particular university was especially characterized by its high standards. But the significant utterance follows: "quite often students who have no aim in life are able to get a line on things while at college that enables them to pick out a career better suited to their personal ability perhaps, than handling either a pick or a frying pan."

Of course, in a body of 10,000, there are triflers. But 70% would not fall in this category. Both utterances reflect lack of vision in the weighing of real values. One of these men thinks that the majority of students should be engaged in some wage-earning occupation, rather than in attempting to secure further college education. The other assumes that a college education should lead students away from careers other than those of the white collar brand.

Recently a member of the same faculty attempted to show that the value of a college education was measured by the ability of the individual to cut himself off from real work with the hands. Why so many college men feel that

labor is undignified is a mystery. Can either of our worthy professors tell us why a man who is to use a pick, or a woman who is to use a frying pan, should be deprived of an education; and can either show why those who are to engage in manual occupations should be permitted to go only as far as the compulsory school age will carry them? We have seen many a person attached to a pick or a frying pan possessed of much better general world knowledge of men and things than that possessed by many of our Ph. D.'s of the universities. With more of vision and sympathy and insight and imagination and judgment on the part of college professors, some of our college graduates would more readily use their college training to advantage, both in the realm of the pick and of the frying pan. A. H. C.

THE university president is as likely to be as sound in his judgment as is the average man about town. Most people, however, are prone to give undue weight to the utterances of college heads. We feel that many who read the recent utterances of President Livingston Farrand of Cornell University, on his visit to the Coast, did not note the contradiction in his two most important

CONTROL OF HIGHER EDUCATION

statements. We are sure that President Farrand is perfectly honest and did not realize this contradiction. In speaking of the field of education, Dr. Farrand went on to show that we were drifting away from fundamentals. There was, to his mind, needed a return to school curricula under what may be termed the humanities. Specialization is begun too early, emphasis is too strongly placed on earning a living. Hence, the trade, the vocation, the calling should not be thought of in the early school years. Every boy and girl should be given the advantage of a program that would result in a rich and harmonious development. In these terms we are paraphrasing the utterances of Dr. Farrand.

Now, to his second point. Boys and girls are created with different types of ability, men-

talities, likings, aptitudes, aspirations, ideals. It is wrong to present a uniform course of study for all. What fits one may not fit another, and to cast all in the same mold is to weaken individual initiative, is to ignore native capacity, and to disregard future happiness and usefulness. Boys and girls must be treated as individuals, not in the mass.

So says Dr. Farrand, and how sound he is on his second point.

Further comment from us is unnecessary. Of course, there is danger from too early specialization. Of course, a general, rather than a narrow training should be guaranteed in the public schools; and of course, there must be differentiation of courses of study, of plans and of methods to meet the needs of various types. And because it is essential to present these varied courses of study, it follows that even in the elementary grades, work may be offered that will lay a foundation for the future calling.

President Barrows of the University of California, is quoted in another connection as being opposed to standardization and state oversight of institutions of higher learning. He quite properly approves of such splendid institutions as Mills College, and expresses the belief that there is need and room for more such schools, independent in character, not under state control, for the training of women.

Both these great educational leaders are possessed of the same belief, namely, that there should be greater autonomy for the school of high learning. It would be possible to throttle a worthy institution with too much state oversight and control, but at present there seems scant danger of this even in California, or elsewhere for that matter. We are coming more and more to see that just as public elementary and high schools should be under state control, so should all schools, sectarian and private, be subject to and forced to meet proper state requirements. A college or university, whether state supported or on private foundation, should likewise, as a part of the school system, be under proper state direction. A. H. C.

PRACTICING CITIZENSHIP IN LINDSAY HIGH SCHOOL

J. H. BRADLEY, Lindsay High School

"WHY mark time? Why not practice marching?" asked a small boy one morning, as he raised each foot alternately, repeating "left, right, left." Very evidently his teacher believed in "preparing" (?) him to march. We hear school superintendents, principals and teachers talking of "citizenship courses," "effective training in citizenship," and "participation in school life and school affairs"—(student government)—and California has had an almost 100 per cent epidemic in this last—yet, when one looks into their schools and school practices we often find some of the major practices diametrically opposed to the training they think they are giving. No one would deny that there is some value in "participation" and "student government," but my thesis is that there is more of value, and the training is more fundamental—and hence more important—in individual training for individual responsibility than collective training for collective responsibility, and collective exercise of governmental functions.

You may go from town to town, or state to state, and you will find the almost universal method is to "police" students during study hours and while in the building not actively engaged in recitation. Juniors and seniors, seemingly, are not supposed to have enough of development of judgment and reason to be trusted to act upon their own initiative. They must "mark time" a while longer. They must continue to ask some teacher-policeman, "May I sharpen my pencil?" or "May I speak to Mary about this problem?" and even "May I leave the room?" Of course, they need (?) the eye of the teacher-police upon them as they study, so that they will be attentive to their work! How fittingly this prepares them for those days immediately following commencement, when many of the seniors will come into the full responsibility for the distribution of their time and the consequences of their acts! Is not the practice of individual citizenship—the acceptance of responsibility for the consequences of their individual acts—in high school good training for citizenship in community life?

Responsibility placed squarely on the shoulders of the boys and girls, and confidence and trust placed in them will make them good citizens.

The writer, about two years ago, while superintendent of the city school system of Velva, North Dakota, with the assistance of his faculty, worked out a plan whereby students, who could be trusted to take full charge of the disposition of their study time, etc., were allowed to go wheresoever they chose. The response of the student body to this trust, confidence and responsibility surprised us all. By the end of two years about 95 per cent of them were enjoying this privilege, and the remaining 5 per cent were isolated and given individual treatment. Today that high school is operating like any normal school or college in respect to the study hours of its students. And why not?

Lindsay Adopts Modified Plan

When the writer began his work in Lindsay High School last September, as vice principal, the students were, as usual, required to meet in a common study hall which was policed by a series of high school teachers. Many of the students had objected to being required to study in a place like that, especially when large groups of students were there. The attention of the superintendent and the faculty was called to the experiment at Velva and its results, whereupon a committee, consisting of Miss Garver, Mr. Owen and the vice principal, was appointed to draft a similar plan for Lindsay. The following is the plan adopted and in use at present:

Citizenship Classes

The school recognizes the three following general classes of students and designates them Class A, B and C.

A Class A citizen is one who has educated his conscience, judgment and reason to that extent that he almost always is able to see the rightness or wrongness of an act; and he has developed enough of the spirit of "fair play," and his will power, so that he chooses to be right and to do right. He is dependable and can be trusted out of sight. He will be especially careful of his conduct of manner so as to offend no one—in short, to be a gentleman. He has a proper respect for property rights, and uses school property with care. He is loyal, and he readily and cheerfully assumes the responsibility which may be placed upon his shoulders. In short, he does what can be expected of one at his age.

A Class B citizen is one who is genuinely trying to attain the standards of Class A, but has not educated his judgment and reason extensively enough, or at times the will power or determination is not sufficient to carry him into right actions or situations. He wants to be right and to do right, but needs helpful, sympathetic guidance at times.

A Class C citizen is one who either does not wish to avail himself of the opportunities and privileges of the system; or is not, seemingly, making sufficient effort to measure up to Class B expectancy; or is inaccurate in judgment, or weak in will power, so that he frequently gets into wrong actions or situations if not sustained with constant supervision.

Classification Board

The classification board shall consist of the high school faculty and the student body cabinet; provided that no member of the cabinet may sit with the cabinet unless that member is a Class A citizen. Further, since the cabinet is partly composed of presidents of the classes, or years, if any class is deprived of representation because its president is not a Class A citizen, such may elect any Class A citizen from its membership to act in place of its president until he can qualify.

Classifications, Promotions and Demotions

Students are to be classified, as far as possible, on the basis of their acts—or failure to act—and not on the opinion of any member of the classification board. Records of student offenses are made at the time of occurrence by any member of the classification board knowing of the offense and filed in the office. These records shall constitute the chief data for consideration by the board.

Each student's classification is to be reviewed once per month by the board, to the end that those worthy, based upon their conduct, may be promoted to a higher classification. Promotions are made monthly upon the unanimous consent of the members of the board.

Demotions are made by, and at the time of, acts committed, or omitted, which are an offense against the standards of Class A or B citizenship. Each demotion record contains the recommended time of demotion, or period, for that particular offense.

Students coming into the system for the first time are placed in Class B on promotion; they are never placed in A until their names have twice been before the classification board.

Privileges

Class A citizens may take their study time

at such places as they choose, keeping in mind Class A standards. This privilege will not be made use of until each Class A citizen has reported to the registration officer and indicated where he usually will be found at those times.

Class B citizens, having a study hour the first or last period of the day, may take such time at home if they choose. Class B may also transfer themselves—without the usual permit—out of the study hall—to an available room for study. While under transfer at home they must observe A standards.

Class C citizens will report as usual to the study hall during their hours of study and be directly under the supervision of the school.

It is to be noted that no privileges have been taken from the student in Class C that he has hitherto enjoyed. Such simply remain under the old "police system;" hence, no one is compelled to come under the system.

Presentation to the Community

A bulletin of information containing an exposition of the plan and showing how it would operate was handed to each student and sent to each patron. This secured the cooperation desired.

Citizenship Groups

At the first classification about 25 per cent of the students were placed in A; about 50 per cent in B, and the remaining in C. At the second classification about 50 per cent were placed in A; 40 per cent in B, and about 10 per cent in C. At the third, about 60 per cent were placed in A; 45 per cent in B, and the remaining 5 per cent in C. Between the first and second classifications there were 3 demotions; between the second and third there were 18 demotions.

Is It Working?

The administration heads and the faculty are strong in commendation. The students' adjustment is shown in the figures given above. The students have sold the plan to the community. President L. D. Coffman, University of Minnesota, writes: "The experiment you are conducting is unique and filled with very great possibilities." A. C. Olney, state commissioner secondary schools, writes: "I am very much interested in your plan for individual training in citizenship. Let me know a little later how it is working." County Superintendent, Tulare County, J. E. Buckman, says: "Your plan has my approval." Students of Lindsay High who have made use of the privileges are boosters for it, and would not give it up without a fight.

TRAINING ATYPICAL CHILDREN

ANNE M. BRADLEY,
Principal Peralta School, Oakland

IT IS rather startling, even when one has seen the work going on, to realize that in less than four months an atypical class of seven girls and nine boys earned \$226.29 by handwork and spent \$117.93. But it is the educational side of the semester's work that I want to present. In order to do that I'll have to mix in the theory behind our work with the recital of actual accomplishment.

A teacher may have read all there is available on the training of defective children, but when she goes into the classroom she will be immediately conscious of two practical problems facing her most imperatively: first, what to do; second, how to get that done in such a way as to equip the child with a set of stable habits acceptable to the world. The first problem is being worked out slowly on a sound basis, but there is at present very little at hand to help the teacher new to the work. Leaders in the work, such as Meta Anderson of New Jersey, are saying boldly in words and convincingly in practice that the guiding principle must be: Begin where the child is, no matter how crude the beginning must be, and lead him on step by step to where he can do something well enough to make him both useful and happy. Success is as fundamental for the atypical child as for the superior; it is likewise as important that he work to capacity. The projects undertaken this last semester by our atypical class illustrate the application of this principle.

There were three projects running along together. The first one concerned the care of the classroom, lunch room, and kitchen; under a posted schedule that provided for training and practice for each child in every phase of the work, the class assumed entire charge of keeping these rooms clean and in order. This project had behind it these convictions: These children cannot become leaders in industry, for they lack initiative and the ability to make quick judgments and adjustments. But there may still be places for them, since for every leader there must be many assistants. For instance, an atypical boy may not become a head janitor, but he can be trained to such habits of thoroughness in sweeping and dusting, such orderliness, promptness, dependability, etc., that he will make a valuable helper. One of these girls may never become a skilled caterer,

but she may be trained to do all the things about a house that require merely a thorough knowledge of the proper way to do them and care in repetition; for such workers there is a constant demand.

The second project was to prepare a hot dish daily to sell to the teachers. In planning this we recognized both the needs and the limitations of these girls; they will need to know how to cook simple, wholesome foods, for most of them come from and, sad to say, will marry into either poor or medium class homes. But with low mentality they can never really grasp scientific cookery; so we teach them simply practical cooking in normal quantities. For instance, one day they make biscuits and apple sauce for ten; another day a cheap cut of meat is made delicious with proper seasonings and dumplings; again it may be pumpkin pie, or tapioca pudding. Whatever it is, it must be salable; and expenses must not exceed income. The demonstration that this is possible by careful planning is a revelation that makes a deep impression, and is one that we believe will carry over into later life and make for increased happiness and comfort. The success of their work, the visible pleasure of the folks served with well-cooked food, and the money returns (about \$20 a month earned and spent) all tend to make kitchen work attractive to girls whose best opening lies in that line.

The third project was the fair, which supplied numerous kinds of handwork for both boys and girls, and which was the money-maker. The articles made ranged from five-cent nut cups for real dinner parties to a five-dollar table and chairs for Santa Claus to donate to some worthy child. There were dish towels, neatly hemmed and decorated by the girls not yet able to handle the delicate silks and laces that went into the more expensive articles. Everything was so well made, the artistic things so really beautiful, that they sold themselves. The children handled the sale and counted the money; and the thrill that came from actually seeing in good round dollars the commercial value set by the world on their work was one of those thrills not yet cartooned in the "Tribune," that comes once in a lifetime.

Every child had his contribution of labor; sometimes it was very simple and homely, but

it was a necessary part and therefore to be respected. Sometimes a child tried something beyond his powers, for we do not believe that any child should continue to do over and over in school the thing he has already learned to do well; one step thoroughly learned should lead promptly to an advance step. This means occasionally the spoiling of a little material, but since expense accounts are kept by the class, the point is easily brought home, and the child is the more willing to begin where he is in order to move forward through contributions instead of losses.

All this requires much of the teacher—wide familiarity with handwork; the ability to spy out latent capacities; to distinguish lack of application or concentration from incapacity;

to organize thoroughly but simply; to teach directly, so that failures are seldom, but not to be afraid of failures; to be quick in making judgments and in meting out elemental justice; to know exactly what she expects of the children and to demand it; and above all, to care about each one individually, and therefore be patient to teach him over and over the step that seems so simple to every one else.

For the child it means progress that he can see; the development of skills that others see and respect him for; a new confidence in himself that takes away the sullen look and puts the joy back into his face; and best of all, he learns that there is a place in the world for those who will take the pains to learn to do something well.

THE STUDENT BODY OF THE BUDLONG AVENUE SCHOOL, LOS ANGELES

By ETHEL PEGGY HOUCK (A-8),
Upon request of E. G. Welch, Principal.

THE Budlong Avenue School Student Body means "self government." The Student Body was organized about two years ago. Before that time our teachers and our principal had to do the work which the officers now do. The teachers no longer have yard duty, our school and playgrounds being better governed by the students themselves. The teachers are glad to have this heavy load off their shoulders.

The Student Body officers consist of a president, a vice president, a secretary and a treasurer, all of whom are elected by the Student Body. A boy vice president and a girl vice president and four other officers are elected from every room. The first president of the Budlong Avenue School Student Body was Peter De Does. The second was Paul Munger. Mont Shaw followed. He served two terms. He was succeeded by Eva Hawes. This term Ethel Houck was elected president.

The officers' duties are to watch the halls and grounds, and to report any one who breaks the rules. To protect the officers and the committees we have made it a rule that any one who talks back saucily to a Student Body officer is given a detention of three hours. A teacher is in charge of the detention room every afternoon. Pupils must work if they remain in the detention room. If a pupil leaves because he refuses to work, he has an hour added. Rules are made at an auditorium call, with the majority vote.

In case a student feels that he does not de-

serve his detention, he may call court. The court consists of the president as the judge, and six vice presidents as the jury. The complainant may have two witnesses. The officer reporting is entitled to two. After all have witnessed the jury votes "guilty" or "not guilty." The president never votes, unless the jury ties. The president calls the court to order. Perfect order must be maintained in the court room. Little Johnny may say, "I know I'm guilty, but I'm just going to court to see what it's like." However, just as in the higher court the complainant puts up the money to pay costs, we have arranged that if a pupil is voted "guilty" he gets an hour in addition to the time which he already had. This is fair, because he has taken the playtime of the officials. The Student Body punishes those who do wrong, and rewards those who do right.

Once a month an honor button is given to a student who has no red checks, no unexcused absences, no tardy marks, and no detention. The color of the honor button is orange, with black letters, which are the colors of the Budlong Avenue School.

On the written request of a parent or guardian, a pupil is given a bank. When the pupil has one dollar saved, he takes the bank to a regular savings bank, and the banker, who has the key, opens it. After counting the money he gives the pupil a passbook. A ruler and penholder are also given as a present. The pupil then takes the passbook to his principal

and receives an honor button. This is a big help to the Student Body, because a child who is taught to save is not only a good citizen in our Student Body, but he becomes a good grown-up citizen. Therefore, in behalf of the Budlong Avenue School Student Body, I wish to thank Mr. A. J. Gray, Supervisor of the Los Angeles Banks School Savings Association, for giving our school this splendid opportunity.

The following rules and penalties were adopted by the Student Body at a regularly called meeting Friday afternoon, October 14, 1921:

Offense—	Hours' Service
Swearing, profanity, vulgarity, indecent language	3
Fighting, quarreling, calling bad names	2
Throwing rocks or missiles.....	1
Throwing down paper	1
Leaving grounds without permission	1
Talking back saucily to S. B. officers	3
Drinking or going to toilets after last bell....	3
Acting as false officer	3
Riding on grounds	1
Entering building without permission	1
Entering bicycle room when not having a wheel there	2
Breaking up a game	2
Throwing lunches or paper on grounds.....	1
Playing or loitering in toilets	2
Firing fireworks on or near school grounds....	2
Shooting paper wads on grounds or in buildings	2
Using pea-shooter on grounds	2
Unnecessarily on garden	2
On lawn	2
Playing with, or on, building material, tools; bothering workmen; or loitering near workmen	3
Leaving or entering building through front doors (except in fire drills)	2
Maypole "flyers"	1
Using kindergarten swings (above second grade)	1
Running in halls or on stairs	1
Entering print shop without permission	3
More than two swinging in one swing	1
Running or breaking through lines	2
Unnecessarily talking in halls or on stairs....	1
Loitering in halls after last bell.....	1
Drinking in halls after an intermission.....	2
Playing anywhere between 12 m. and 12:15 p.m.	2
Playing after five-minute bell	2
Boys beyond sixth grade playing ball with girls	1
Loud talking or yelling near building	1
Neglecting to carry trays into cafeteria after lunch	1
Boys unnecessarily on girls' side	1
Girls unnecessarily on boys' side.....	1
Leaving playground apparatus—balls, bats, etc.—on ground	2
Whistling in building	1
On grounds before 8 a.m., or after 4:30 p.m. 1	
On grounds in rainy weather sooner than half an hour before your school begins....	1
Taking school property from buildings or grounds	2
Marking on buildings, fences, or sidewalks on way to or from school	2
Tampering with Student Body records	3
Taking handballs out without signing up.....	2
Not returning handballs after an intermission	2

NOTES—Children below fourth grade, half time service. Six hours' detention in one month gives red check in deportment. Three hours' detention in one month recalls an officer from office. These rules may be changed from time to time by a regularly called meeting of the Student Body, same to be done by a majority vote of pupils.

Note—The following regulations were adopted at a called meeting of the Student Body, held June 15, 1922:

In auditorium without permission	1
Tampering with Student Body records	3
Getting on, or misusing, drinking fountains..	1
Entering grounds from across lots	1
On steps leading to auditorium	1

Pupils having ten hours' detention are subject to suspension.

BUDGET HEARINGS AT SACRAMENTO

MARK KEPPEL

President California Teachers' Association

BUDGET hearings dealing with the educational budget occupied the attention of the Legislature on March 19, 20 and 21. Superintendent Will C. Wood and Deputy Director A. R. Heron presented the case for the schools with unsurpassed ability and most convincing force. No one disputed the accuracy and jus-

tice of the case, as presented.

Honorable Henry E. Carter, floor leader of the Assembly, asked Superintendent Wood where the money to meet the needs of the schools was to be obtained. Superintendent Wood replied that \$919,000, the interest on the invested state school fund which would accrue

during the ensuing biennium was not listed in the Governor's budget. Superintendent Wood stated that this \$919,000 was dedicated to the support of the elementary schools by the constitution and could not be used for any other purpose. Such being the case, he requested that this unallotted \$919,000 be placed in the elementary school budget where it belongs and that a similar sum now listed in the budget from the general revenues of the state be released from its allotment for the elementary schools and that this sum thus released be allocated to the teachers' colleges and the other state schools. Putting this \$919,000 into the budget for the elementary schools makes the allowance \$919,000 larger than is necessary. Taking out a similar sum derived from the general fund of the state reduces the allowance to its original amount, and releases \$919,000 for the teachers' colleges and other state schools. Superintendent Wood stated that if this were done the school department would not seek further funds for maintenance purposes for the ensuing biennium, although a larger increase would more adequately cover such needs.

Mrs. Nellie Brewer Pierce, the budget maker of the State Board of Control, denied that the sum of \$919,000 had been omitted from the budget. She stated that she had allowed more money for the elementary schools than was requested by Superintendent Wood; that she had computed the total amount needed and had deducted the \$919,000 from it, and that the amount printed in the budget was the net amount after such deduction. The conflicting statements of Superintendent Wood and of Mrs. Pierce puzzled the Legislators, and they are seeking for the truth. There are other financial puzzles which worry the Legislature and confuse the public. Apparently no one really knows the total probable income of the state nor its total probable expenditures for the biennium of 1923-25, although the recapitulation of the budget on page 1 thereof, shows expenditures which will amount to \$116,000,315.56 for the biennium. That recapitulation also shows \$51,412,435.10 as the total probable expenditure for education. During the biennium, approximately 45% of the state expenditures are to be for education instead of more than 60% as seemingly stated by the Governor on page VI of his letter of transmittal.

The recapitulation on page 1 of the budget does not show all of the state's income for

1923-25 nor all of its expenditures. A very conservative estimate of the extent of such errors is that the estimated income is at least \$6,000,000 too small, and that the estimated expenditures are too small by nearly \$1,000,000. The talk of a \$78,974,628.55 budget is only partially true. The budget law requires a full statement. Any thing less than such a statement does not comply with law.

As an evidence of the general confusion prevailing due to the admitted and the unadmitted errors in the budget, statements have been given out conveying the impression that Superintendent Wood is trying to finance the teachers' colleges and other state schools by taking money from the elementary schools. The truth is that Superintendent Wood is not trying to do any thing of the kind. No matter what happens the elementary schools and the secondary schools will get every bit of money guaranteed to them by the constitution. Governor Richardson does not like the constitutional provision for the support of the elementary and secondary schools but he will obey and enforce the constitution.

In view of the confusion in regard to state finance, the Legislature could well afford to employ a corps of competent and disinterested fiscal experts to determine the truth and clarify the situation.

INCOME AND SCHOOL SUPPORT

RICHARD G. BOONE, Associate Editor

COMPARATIVE school statistics for the states are always interesting and sometimes instructive. The accompanying table taken from the records of the United States Bureau of Education, while not giving the latest figures, shows in substantially true proportions the per capita income and the per capita expenditure for schools in 40 of the 48 states. The evidence is unquestionable that the inclusive communities that put most money into education are most prosperous, as appears from the per capita annual income:

States—	Per Capita Annual Income	Per Capita Expenditure for Education
North Carolina	\$ 40.50	\$ 2.50
Arkansas	42.00	3.00
Mississippi	43.00	2.30
South Carolina	49.20	2.90
Alabama	56.00	2.58
Georgia	57.30	2.60
Tennessee	66.60	3.20
Florida	73.50	4.80

Kentucky	77.00	3.60
Virginia	82.10	3.60
Louisiana	88.50	3.30
Oklahoma	90.50	6.90
Texas	94.60	5.00
Vermont	106.70	7.20
Maine	118.00	5.70
Indiana	120.60	9.40
Michigan	128.00	8.70
Missouri	132.00	6.70
Minnesota	137.40	10.00
Montana	140.70	9.80
Kansas	140.90	9.60
New Hampshire	138.30	7.30
Idaho	145.00	12.00
Wyoming	145.60	15.00
North Dakota	150.50	15.30
Oregon	154.00	9.50
Colorado	185.00	10.30
Ohio	192.00	8.80
Iowa	202.00	12.20
Washington	209.00	11.20
Pennsylvania	224.20	7.90
New Jersey	228.90	9.50
Illinois	233.20	7.70
California	235.00	10.00
Connecticut	240.00	8.00
Nevada	243.50	10.30
Massachusetts	249.00	8.30
South Dakota	253.40	10.90
Nebraska	256.00	11.10
New York	298.80	7.80

It is not merely a question of money relations, but an obvious fact that the really prosperous communities, whether conscious of the connection or not, do find schools a worthwhile investment; that generous support of education does follow, or accompany, if, indeed, it does not precede and, in a measure, account for the income and the prosperity. Long ago, Dr. William T. Harris, while United States Commissioner of Education, pointed out this relation between wealth and wages on the one hand, and the support of education on the other, in a detailed statistical study of the two states, Massachusetts and North Carolina. Later the conclusions were confirmed for Tennessee by the Superintendent of Public Instruction for his state.

The relation between the two per capita figures are not, cannot be expected to be always exact. It has been remarked that "some states make better use of expenditures than others;" yet, because of wise administration, get more and better results, than do others for an equal amount of money spent. In general, the relation is fairly constant. From the table it may be seen that in the state whose per capita income is less than \$100 the average per capita expenditure for schools is \$3.56; for those whose per capita income is more than \$100 but less than \$200, the corresponding expend-

iture averages \$9.67; or with an average of twice the income the school expenditure is nearly trebled. Seen differently, in the first twenty states the average yearly income per inhabitant is but \$57.21, or \$286 for a family of five, and these spend a little more than \$5.00 per capita for schools. The last twenty states spend \$10.00 per capita yearly on schools on an average per capita income of \$206—\$1,031 per family: or twice as much for schools with three and a half times the income.

Examining the figures given, one is led to wonder how far the generous support of education is a cause of prosperity, and to what extent it follows as a result. The latter would seem to be the true conclusion.

THE PARENT-TEACHER ASSOCIATIONS

MRS. HARRY J. EWING, President

THE Parent-Teacher Associations of California have truly demonstrated the purpose of their organization, that of cooperation between the home and the school, this past month in their efforts to make known to the Governor and the legislators their disapproval of the proposed cut in the educational appropriation. Through their State Executive Board, whose representation reaches every section of California, the wheels of communication were set in motion to reach each of their 60,000 members, and from the flood of protests that have subsequently followed, it would seem as though more than twice that number have been reached.

Realizing that their strength would have more weight if concentrated on a few points rather than on the state program as a whole, special attention was given to the appropriations for the State Teachers' Colleges, Physical Education and the School for the Deaf and the Blind. The efficiency of teacher training is reflected on the children who come under their guidance and parents are asking for the very best obtainable. Upon the physical education of the child depends also the moral—and wisely directed work and recreation leave no time to acquire bad habits that come through idleness. A visit to the State School for the Deaf and the Blind at Berkeley is the most convincing argument for new buildings and new equipment for these handicapped children, and another argument is the long waiting list of these unfortunate children who should have the proper training as early in life as possible.

(Continued on page 209)

DEPARTMENT OF SUPERINTENDENCE NATIONAL EDUCATION ASSOCIATION ARTHUR H. CHAMBERLAIN

THE Cleveland meeting of the Department of Superintendence was, in line with preceding meetings, of outstanding significance. The sessions from Monday, February 26, to Friday, March 2, were replete with the most forward-looking papers and discussions. President John H. Beveridge, Superintendent of the Omaha Schools, built up, with the assistance of his associates, a wonderfully brilliant program. The general sessions were so organized that they each centered around some one important phase of educational work. One session addressed itself to the topic: "Administering Education in the Interest of Children and the State;" another, "General Problems in Education and Citizenship." At other sessions there were discussed the financing of education, the status of superintendents, the physical welfare of pupils, the individual child, the junior high school, and like significant topics.

Meeting with the superintendents were many special organizations and departments. These included rural education, elementary school principals, educational research, secondary school principals, national council of primary education, council of kindergarten supervisors and training teachers, national society for the study of education, college teachers of education, and the like. In addition, the National Council of Education, which is coming to be more and more the real clearing house of all educational organizations, held several important sessions, with President J. M. Guinn as presiding officer.

A feature that drew special attention was the building exhibit, prepared under direction of Superintendent Condon of Cincinnati. For the most part this exhibit covered school buildings for the junior and senior high schools. The commercial exhibits were exceedingly well located in the basement of the beautiful public auditorium, where all the general sessions were held. Never, perhaps, have the publishing firms and the school supply and equipment people had better opportunity to display their products. There were breakfasts, dinners and luncheons, and conferences galore, many of which proved as interesting and valuable as some of the larger meetings.

This annual convention of superintendents and administrative school officials is the outstanding meeting of its kind in the country. To it go annually thousands of our leading edu-

cators. This year there was noticed particularly a considerable number of special or classroom teachers, sent by their organizations and associates that they might understand more clearly the work of the administrative side and to report back to the home folks. This is the encouraging feature. California had representation of this kind. The distances are great from West to East, but we anticipate as time goes on a growing attendance from our state at these meetings.

Of so valuable an educational gathering it is unwise, as it is impossible, to make severe criticism. Suggestion, however, is in order. It was noticeable throughout that the various programs were too crowded. This is a mistake into which practically every program maker falls. This mistake is seen, not alone of the N. E. A. and the National Superintendents, but in meetings of practically every state association, county or city organization or group conference. A session is overcrowded with six, seven or eight speakers where there should be but two or three. At Cleveland, meetings were constantly prolonged beyond the proper limits by crowding double the number of speakers into the time that should have been occupied by not more than three or four.

It is a mistake to assume that a program must be thus overloaded in order to cover the subject under discussion, or that those who come from great distances at public or private expense may secure their money's worth. The same problem confronts the California State Association in this regard as confronts all other state meetings and the national gatherings. Each succeeding program maker or president of an association, desiring to put before his people a program more ambitious than the one preceding, adds speakers and topics far beyond the saturation point. What we need is a program maker with sufficient temerity to ignore tradition and select two or at most three speakers for a session. With speeches moderately brief, say twenty or thirty minutes, opportunity might then be given occasionally for a general discussion with a two or three-minute limit of speakers from the floor. All of this would help to drive home the high lights in the main presentations and give more people an opportunity to express individual points of view of value and interest to the body. It is to be hoped that the National Superintendents' organization may set the pace in this regard. Listeners would then be able to fully absorb the good things offered in the addresses

(Continued on page 213)

THOUGHTS BY THE NATION'S EDUCATORS AT CLEVELAND

Reported by A. J. CLOUD, San Francisco

DR. E. B. BRYAN, President Ohio University:

We must not be forgetful of the fact that education, like a human being, once it has lost its soul, has nothing left that is worth having.

DR. N. L. ENGLEHARDT, Columbia University:

Leaders in other professions receive much higher salaries and do not demand as much study and ability as in our work. The practice of some cities in changing school heads frequently is open to severe condemnation.

DR. A. E. WINSHIP, Editor Journal of Education:

Education today is the art of signaling—of knowing when and how, why and where to signal.

J. J. TIGERT, U. S. Commissioner of Education:

The reorganization bill submitted by President Harding to Congress, if adopted, will have a greater effect on education than it will on any other part of the government. It would create a new Cabinet officer, the Secretary of Education and Welfare, whose department would be subdivided into four sections: education, public health, social service, and veteran relief.

ALVIN N. OWSLEY, National Commander American Legion:

The will to do and the will to serve are the first civic virtues. The knowledge of how to serve is the problem of education. As to the American Legion, ours is the will to do; ours is the will to serve. We have an instrument ready to assist in education. Our program calls for: (1) enforcement of compulsory education laws; (2) compulsory courses in Civics and American history; (3) cultivation of one language—the official language of the United States:

MARY C. BRADFORD, State Superintendent, Colorado:

The country's expert teachers should be sent to the rural communities and paid the highest salaries.

ANNA LAURA FORCE, Denver:

The modern woman teacher identifies

herself with her profession. The morbid, pressed teacher cannot make her classroom a happy place.

CHARLES W. NEWCOMB, Cleveland Industrial Association:

Educators have the most valuable thing in the world to sell; but too often they are poor salesmen.

DR. CHAS. H. JUDD, University of Chicago:

It costs approximately twice as much to educate a high school student as to educate an elementary student. We must be able to justify returns in service. High school teachers have a great responsibility in the organization of their freshman classes. They cannot throw back the responsibility upon the elementary school. We have the most ambitious system of education in the world. The secondary school principal has been commissioned by the public to serve its great social purposes.

DR. WM. B. OWEN, President N. E. A.:

No private institution, great foundation or endowment, or higher institution, is competent to furnish the leadership or formulate the policies for the public schools. Advances must come through an organization of educators actively engaged in school work. Those in the profession must assume to set up standards and exercise a large degree of self-determination through the establishment of a recognized technical corps. The Research Bureau of the N. E. A. is now doing this type of work.

HON. NEWTON D. BAKER, former Secretary of War:

The ill recompense of the teacher is an indication of undervaluation in the public mind of the service rendered. The chief business of a democracy is education. The reconstruction of the world depends upon its intellectuals.

SUPT. H. S. WEET, Rochester, N. Y.:

We do not know and never can know the investment in public education in terms of the ultimate educational goal, which is the building of character. We can check up, however, on the money cost of the curriculum in meeting the ultimate ends, especially with reference to the

(Continued on page 217)

STATE CONFERENCE ON THE EDUCATIONAL CRISIS IN CALIFORNIA

ARTHUR H. CHAMBERLAIN

Executive Secretary, California Council of Education

A STATE wide conference to discuss the present crisis in education in California took place Friday and Saturday, March 16 and 17, at the Oakland Hotel. Delegates convened under call of the California Teachers' Association and the Women's Joint Educational Conference. There was representation not only on the part of teachers and supervising school officers, but representatives of women's clubs, civic and parent-teacher organizations and various other societies and groups. Mark Keppel, President, California Teachers' Association, on calling the meeting to order at 10 o'clock, was elected permanent Chairman and Arthur Chamberlain, Executive Secretary of the California Teachers' Association, was named permanent Secretary.

The Chairman in his opening remarks stated that there was no prepared program. He suggested, however, that the discussion proceed under three general heads—(1) What is the situation now? (2) What can be done now? (3) What can be done for the future?

Mr. A. R. Heron, Deputy Director of Education, California, was called upon to speak in detail upon the Governor's budget. He proceeded to outline certain of the results that were apparent should the provisions in the budget relating to education be carried into effect. He showed how the state would ultimately recover even under the proposed reduction in appropriation to the State Board or to the Superintendent of Public Instruction. The serious situation was that having to do with teacher training institutions. Through reduction of appropriations to the teachers' colleges and the cutting off of the training schools, the state would suffer not only a loss in trained teachers but the standards for teaching would soon be materially lowered. Mr. Heron demonstrated abundant familiarity with the budget provisions and with school costs. He showed that the closing of the training departments of the teachers' colleges would be a financial loss rather than a gain. If the training departments are taken over by the public schools, additional rooms, equipments and teachers must be supplied. Mr. Heron said that those connected with the preparation of the budget had stated that the best practice in other states is to do away with training schools. Mr. Heron demonstrated that the reverse is true. The weakness of the estimates was pointed out, the budget makers having made no investigation whatever of conditions in the various educational institutions. The amount of money to be made available is reduced 40 per cent over that of the preceding biennium. If the same amount were now made available as in 1919, the standards would be reduced 40 per cent below present standards.

The speaker went on to show that there is sufficient money in the State Treasury to do the work properly. More than \$6,000,000 has been

found, over and above what is included in the budget.

There are 29 cities of over 100,000 population that pay larger salaries than those paid in our three largest cities in California. This is in answer to the criticism that our salaries are excessive, and to show that we cannot expect to continue to draw the well-trained teachers of other states. On the other hand, since we cannot now begin to supply the teachers asked for, under the new conditions we would have a large influx of untrained teachers from other states. The significance is seen when we realize that during the two years past there has been a 23% increase in enrollment in the schools of California.

Mrs. F. W. Haman of San Diego, President Southern District, California Federation of Women's Clubs, reported on behalf of a group of women who had visited the Governor on the day preceding. Among other things the Governor had stated to the Committee that our constitutional provision of \$30.00 per unit of average daily attendance was ill-advised. He argued that boys between 14 and 18, instead of attending school, be put to work in order to make good mechanics. "This business" said the Governor, "of writing into the Constitution, provisions such as the fixed provisions for schools is dead wrong." Mrs. Haman was followed by Mrs. Arthur C. Weir, Vice President of the Friday Morning Club, Los Angeles. She quoted the Governor as having stated that the salaries of instructors in the teachers' colleges were too high.

Chairman Keppel gave a glowing and merited introduction to State Superintendent Will C. Wood. The latter in replying to the introduction made it quite clear that it was his political enemies, not his friends, who had nominated him as a future Governor of the state. His one concern was, he said, to safeguard the interests of the public schools and to see to it that the children who could not speak for themselves had advocates. "I am not a candidate for Governor. If," he continued, "it becomes necessary at a later time that I be forced into the race for Governor in order that the educational interests of the state may be safeguarded, then will my hat be in the ring." Mr. Wood went on to show that less than 5% of the money spent on education in California is handled through the Superintendent's office. While in the United States at large, 16% of all the income goes to education, that in California, now the recognized leader in educational matters, 17% is spent on education. Under the present budget provisions the average salary to be paid to instructors in teachers' colleges would be \$1906.00. He brought out clearly the fact that the average, well informed voter does not realize that the reduced budget provisions for schools means absolutely no reduction to the people in the amount of taxes they are called

upon to pay, as through our system of state taxation, it is the taxes from the corporations that go to the support of schools.

The chair was authorized to appoint a committee on resolutions and one on program. This latter committee consisted of H. B. Wilson, Chairman, A. R. Heron and Mrs. F. W. Haman. The names of the Resolutions Committee are appended to this report.

Miss Marion Delaney, State President, California Civic League of Women Voters, San Francisco, stated that in an interview with the Governor some three weeks ago, the Governor had said he would rest on his budget. At the more recent conference, the Governor intimated that he might accede to the will of the people in the matter of budget modifications. This speaker was followed by Mrs. Margaret Frick, representing the Los Angeles District of Federated Women's Clubs, who emphasized the necessity for properly financing our humanitarian institutions.

Afternoon Session

THE Program Committee suggested the following order of procedure: The effect of the budget, first on teacher training, then on text books, home economics, county and state library systems, schools for the deaf and blind. A Committee on Plan of Action was authorized. Consideration as to pending legislation was ordered recommended to the Legislative Committee.

President Kemp traced the development of teachers' colleges and showed that the junior colleges offered a splendid field as recruiting schools for the professional departments. The tremendous increase in attendance at San Jose is reflected in practically all the teachers' colleges in the state. The number of young men in attendance this year is greatly in excess of that of previous years, at San Jose the number having grown from 5 to 125. President McLane continued the discussion of teacher training and President Van Matre, in answer to a question as to whether the opening of the Humboldt State Teachers' College had resulted in increasing the number of trained teachers in the locality, gave figures to indicate that while in 1914 19% of the teachers in Humboldt County were trained, today 71% of teachers are trained. In Mendocino County on the earlier date, there were 21% of trained teachers; today there are 58%. Professor A. B. Anderson of the State Teachers' College, San Francisco, showed clearly the relation of proper teacher training to the development of education in California, and President Hardy, at a later session, spoke on the same theme, advocating a permanent organization to carry on a continuing defense if necessary.

Mr. Green of the Oakland Free Public Library, ably set forth the library needs. Miss Foley long connected with the State Library and well known as a teacher of the blind, spoke feelingly of proper consideration for those who are handicapped through loss of sight.

As indicating the mass of misinformation that maliciously or otherwise is being circulated in the state, Mr. Heron reported an utterance of Senator A. Burlingame Johnson of Pasadena to the effect that the California Normal Schools

were so disreputable that to cover up their shame they changed their names to teacher colleges. As an answer to the criticism that the comparatively small attendance at some of our teachers' colleges indicates that they should be closed, the speaker stated that the number of teacher training institutions in the United States today that are **smaller** than the Humboldt Institution (the smallest in California) is **four times** as great as is the number of such institutions that are larger than the one at San Jose.

Superintendent Wood pointed out that with the practical elimination of certain teacher training institutions, additional funds were not provided to take care of the other institutions. More than this, we need a considerable number of teachers' colleges, as the bulk of students in attendance at a given school are recruited from territory nearby rather than from a distance.

Miss Ebbets of Santa Barbara spoke of the importance of a knowledge of home economics. The budget eliminates all teachers of special subjects in teachers' colleges, including home economics. Mrs. Susan M. Dorsey emphasized the need for more money than the budget provides in order that there might be secured sufficient geographies for the pupils in the schools and new books in social science and hygiene. It is "destruction rather than economy to not provide the schools with text books." The State Board of Education requested of the budget makers a sum equal to 52c per pupil per year for text book purposes. Between 38 and 39c has been provided, and this in face of the fact that as indicating the growth in school population, there are 25,000 more children this February in Los Angeles than in the February previous.

Through the opportunities offered in an open forum a large number of those present spoke of the emergency problem and of the sentiment for a revision of the budget as emphasized in their several localities. The meeting adjourned at a late hour in the afternoon.

Evening Session

AN evening session of the combined Legislative Committee of the California Teachers' Association and the Superintendents of the state, was attended by practically the entire conference. It had been determined that matters of distinctly legislative import should not be handled at the same time that the provisions of the budget were being considered. Mr. Pattie spoke of the danger confronting the part-time work in the state should A. B. 558 by Morris of San Francisco, be enacted into law. The speaker showed that the present part-time law was doing a world of good, especially to many of the poor children between 16 and 18 years of age. There are 80 communities in the state having part-time work. Should A. B. 558 become a law, such children might at their option attend evening classes instead of regular day classes. This would prove disastrous, as children who work in the day time should not as a general rule go to school at night. In 1922 there were 14,777 students in part-time classes with 121 co-ordinators and directors who followed up these young people, and 331

part-time teachers. Professor Lee of the State University said that there were now part-time compulsory educational laws in 22 states, 5 others having permissive-mandatory laws. Our law provides for 48 hours per week, total for work and part-time schooling combined. In two years in six cities of the state, 1622 youngsters have been placed in jobs. On motion of Mrs. Dorsey, defeat of the bill was recommended.

A number of other bills were given consideration, including A. B. 703, A. B. 1007, and A. B. 560. All these bills were disapproved.

Saturday's Conference

THE conference on Saturday morning listened to Chairman Keppel, who discussed the whole field of taxation, explaining the tax system and our methods of apportionment. He showed that while the farmers and those in the country generally are hard hit in the matter of taxes, that they have been led to believe that a reduced budget for education and humane activities will lessen their tax burdens. The fact should be carried to them that the State Government is supported by corporation taxes, while the country, city and local units are supported by a tax on property. It is the corporation taxes going to the support of the government that reach ultimately the fields of education and other humane activities. As an answer to the statement that taxes are passed on to the consumer and that if the corporation taxes are increased the people ultimately pay the bills, it was shown that if this were true public service corporations would not be so ready to fight against an increase in their taxes. It was further shown that there has in the past two years been little attempt to increase railroad fares or light or power rates.

Miss Ethel Richardson of the State Department, spoke of a conference she had had with Mr. W. R. Williams, Examiner for the Railroad Commission. It was brought out that in fixing the rate in a given instance there are three factors involved—First, the amount of money which the corporation has invested and an income of eight per cent is allowed thereon. Second, the operating cost. Third, the tax rate. This last is an exceedingly minor factor and of itself could not change the rate. Factors one and two would determine the rate very largely.

In answer to questions, Mr. Heron stated that if the budget cuts go into effect, we can turn out in California but 30% of the trained teachers needed. If the budget is revised we can turn out 50% of the teachers. Professor Anderson declared that there was a misconception on the part of many to the effect that the University could train elementary teachers. He believed the University should say officially that it does not wish or expect to train such teachers. Mr. Heron suggested that an official delegation be named to visit the Governor and to request answer to the definite query, "Will you abide by the decision of the Legislature in the matter of the budget?" A motion by Mr. Anderson and one by Mr. Cox were harmonized and finally carried, to the effect that there should be appointed a large continuing committee and a smaller committee to wait upon the Governor.

There was adopted a resolution by Mrs. Dorsey calling for defeat of A. B. 952. This bill seeks to do away with the Pacific Colony.

All matters pertaining to the further work of the Conference were referred to the Continuing Committee.

Afternoon Session

THE final afternoon session of Saturday gave consideration to certain matters of proposed legislation. There was carried a motion by Mr. Cox, that it was believed unwise to amend the Tenure Law as proposed in A. B. 534, introduced by Mr. Dozier. No decision was reached as to S. B. 114.

A. B. 273 was disapproved. The bill relating to Retirement Salary, S. B. 127, McDonald, was reported as having been recommended out of committee with "do pass."

Further matters as to representation at the Legislature were left with the President and Secretary.

Conference adjourned.

ARTHUR H. CHAMBERLAIN.

Secretary.

Resolutions

RESOLUTIONS passed by the Conference of Women's Clubs, Civic and Parent-Teachers' Organizations, Teachers' Organizations and other educational organizations, held in Oakland, Friday and Saturday, March 16 and 17, 1923, under the call of the California Teachers' Association and the Women's Joint Educational Conference,

WHEREAS, Education is the chief function of the state, because the youth are the state's greatest potential asset, and

WHEREAS, The budget recently proposed to the State Legislature has made some very serious decreases in the support of necessary educational functions, though in many of these cases, on account of increased needs, they should have been provided with increased funds, as follows:

Teacher Training

1. California has made rapid strides in education. Every community is exerting itself with the state to secure the best training for its youth. There is a shortage of teachers—particularly trained teachers—in California and elsewhere. This can be improved only by providing adequately for the training of teachers. The California Teachers' Colleges are rendering splendid service and command the confidence of the best school systems. The support heretofore given them and the amounts asked for by the Department of Education are in keeping with amounts expended in other states for such purposes and with the imperative needs of this state.

State Board

2. The budget makes it impossible for the State Board of Education at this time of great teacher shortage to give prompt and necessary service in maintaining an available supply of teachers, only 30 per cent of which supply can be furnished by our own state institutions, since the amount allowed to the State Board of Education for the coming biennium is approximately \$80,000 less than for the biennium

just closing, in spite of greatly increased difficulties and needs.

Superintendent of Public Instruction

3. The budget makes a perilous curtailment in the apportionment and personnel of the office of the State Superintendent of Public Instruction, which if permitted to stand, will deprive the state of invaluable lines of educational work established in the past at the behest of the people.

State Texts

4. The budget falls short of the requirements for free state texts by about \$300,000, which additional amount was requested by the State Superintendent of Public Instruction and is necessary, because of increased enrollment and the absolute need for new texts to replace the antiquated texts in primary geography, civics and hygiene.

State Library

5. In spite of the increasing demands upon the California State Library, the appropriation has been cut 35 per cent below that for the preceding biennium. Such a cut will, in addition to crippling the efficient library service throughout the state, make it impossible to furnish new text books and reading matter to the blind children and adults of California.

Deaf and Blind

6. Due to the lack of space in the present obsolete and unsanitary buildings, more than 150 deaf and blind children are now denied admission to our institutions. We deplore this condition and urge that the deaf ear of budget makers be unstopped to the little ones who can neither see nor hear of the plight in which they are thrust.

Americanization

7. Since California, with its two Federal ports of entry, has and will have in the future a constantly increasing immigration, bringing both a problem and responsibility for its Americanization, we urge in the interests of patriotism and humanity, the work of Americanization in the schools, which has been eliminated, be continued, with adequate supervision and support.

Home Economics and Physical Education

8. Believing, also, that the constructive teaching of home economics and physical education in our schools has added greatly to the efficiency and health of the home, and realizing that its elimination will be a public calamity, we ask that these two departments be restored and continued with adequate supervision and support.

Corrective Agencies

9. The budget curtails funds necessary to the successful functioning of Whittier, the Preston

School of Industry, the Ventura School for Girls, the Home Demonstration Agents, and other educational and humanitarian activities. Social justice demands the state shall function properly along these lines. The state, not individual benevolence, must provide adequate funds for standardizing all social welfare work.

Now therefore, be it

RESOLVED, That this Conference of Representatives of Women's Clubs, Parent-Teachers' Associations, Teachers' Organizations and various other like organizations, does hereby petition that the Governor and the Legislature provide in the final budget the necessary means to maintain all the educational activities of this state, without in any way decreasing their various activities nor lowering their present high standards.

That in order that this may be accomplished, a careful investigation of the needs of each of these functions shall be made by giving hearing to those officials who are best qualified to speak on the work of the various institutions and activities noted above.

And be it further

RESOLVED, That in order to secure an enlightened public opinion we present the subject to all organizations of men and women

(1) By speakers;

(2) By concise printed folders distributed in audiences by speakers;

(3) By clear explanatory articles in the public press, and that we ask the public to help carry out our efforts (a) by personal presentation to our lawmakers, and (b) by letters and telegrams.

COMMITTEE ON RESOLUTIONS.

- Mrs. Mary Coman—Representing Parent-Teachers' Association, First District.
- Mrs. F. W. Haman—Southern District Federation of Women's Clubs.
- Miss Marion Delaney—California Civic League of Women Voters.
- Mrs. J. O. Osborne—Deputy County Superintendent of Schools, Shasta County.
- L. P. Farris—Principal High School, Marysville, and President Northern Section California Teachers' Association.
- A. P. Shibley—Ex-County Superintendent of Schools, Imperial County.
- Harr Wagner—Editor Western Journal of Education.
- H. F. Pinnell—President High School Teachers' Association, Los Angeles.
- J. O. Wyman—Representative of the Glendale Teachers' Club.
- E. Morris Cox—Assistant Superintendent of Schools, Oakland, Chairman.

N. E. A. AND INTERNATIONAL CONFERENCE—JUNE 28-JULY 6

The N. E. A. and International Conference on Education will meet in Oakland-San Francisco June 28 to July 6. Here is a splendid opportunity for teachers all over the nation to participate in what promises to be one of the most important educational meetings ever held. Let California be the first state in the union in point of N. E. A. membership. And let teachers throughout the west and the nation generally plan to attend.



FROM THE FIELD



The High School Problem

AS indicating the complexity of the high school situation note the following facts: High School Enrollments (Grades 9-12):

- In 1876—in the United States, 22,992 pupils;
- In 1923—in Los Angeles County, 32,416 pupils;
- In 1923—in the State of Calif., 117,460 pupils.

High School Students:

In 1876—A highly selected group of young people, most of whom were preparing for the university. They attended because they wanted the academic training which the high school had to give.

In 1923—A cosmopolitan group of young people, with widely varying abilities, aspirations and needs. Many of them attend because the law requires them to do so.

High School Curriculum:

In 1876—A half dozen subjects of purely academic worth, designed to meet the needs of the few.

In 1923—147 subjects of various types and values designed to meet the needs of all.

These facts have led to some confusion in aims and ways and means, and have greatly increased the cost of secondary education. The present situation demands careful thinking and frank discussion in order to secure some degree of unified public opinion concerning how best to care for our adolescent boys and girls.

C. E. RUGH,

Chairman of the Committee of Fifteen.

Los Angeles, Cal., March 3, 1923.

Editor Sierra Educational News:

WILL you give publicity on suitable dates to the following announcements of the Oral Arts Association of Southern California?

(1) The date for the annual Shakespeare Festival of the Oral Arts Association of Southern California has been set for Friday, May 4. The place will be Philharmonic Auditorium, Los Angeles. Programs will be given in the morning, afternoon and evening. It is expected that at least twelve high schools of the southern part of the state will present scenes, from the plays selected by the Association. The various schools are now studying these plays, which have been selected with a view to presenting an interesting variety to the student audiences which are expected to fill the Philharmonic Auditorium three times on the fourth of May. The plays are two comedies: "Much Ado About Nothing," and "The Merry Wives of Windsor"; two histories: "King John" and "King Henry V"; and one tragedy, "Romeo and Juliet." Twenty-minute scenes from these five plays will be presented by the classes in Dramatics

of the various high schools of southern California. A degree of unity of effect will be secured through the cooperation of the School Art Departments, which will plan the costuming and settings used throughout the scenes of each play.

(2) The Oral Arts Association of Southern California is holding a series of Round Table discussions at Saturday luncheons, held at 12 o'clock at The Chateau, on Lucan street, between Sixth and Seventh, in Los Angeles. The subjects discussed are of vital interest to all the teachers of Oral Arts:

March 17—"The Place of Public Speaking in Secondary Education." Leader, Miss Mary McAndrews, Los Angeles High School. Guest of honor, Mr. Harold Storier, University of Southern California.

April 21—"Educational Dramatics," Miss Ella Webster, leader, Jefferson High School, Los Angeles. Guest of honor, Miss Evalyn Thomas, University of California, Southern Branch.

May 19—"Activities in Speech Arts." Leader, Mr. Arthur Kachel, Hollywood High School. Guest of honor, Miss Juliet Pierce, Vice Principal San Pedro High School.

—Isabel McR. Gray.

School Print Shop

SOUTHERN California has a High School Press Association. Fifty secondary teachers of journalism recently met and decided to stage an inter-school journalistic contest. Schools are to be grouped in three Leagues, according to their size.

Class A.—Schools having an enrollment of 1800 or more.

Class B.—Schools enrolling 1000 to 1800.

Class C.—Schools enrolling less than 1000.

Reports to accompany the contest papers finally submitted should give information on print-shop and editorial equipment and submit their chosen samples of papers to be rated by the judges upon:

1. Reporting, (the adequate covering of a wide range of news subjects).
2. News Evaluation.
3. Editorial and feature writing.
4. Head-writing (including bank writing).
5. Typographical accuracy.
6. The make-up.
7. Honesty in presenting facts and dates of events.

The comment is added that the judges should take into consideration English, originality, character and tone, interest, general impression of the paper, etc.

EDUCATIONAL LITERATURE

Sagan Love—By John Murray Gibbon, author of *The Conquering Hero*, *Drums Afar*, *Hearts and Faces*, etc. George H. Doran Company. Pages, 310. \$2.00.

This popular author, who is nothing if not versatile, has given here one of the most un-



John Murray Gibbon

usual books ever offered the public. From beginning to end, he keeps the reader guessing. The setting of the story divides itself between both sides of the Atlantic, and relates to the present day. As the story proceeds, one cannot but admire the admixture of romance, imagination, mystery and business understanding that enters into the story. The author carries one along so that the reader is sure that what he sees on a given page reflects the answer to what he will find on the next, when lo! he reaches the next page, only to find he is as far from the solution as ever. The story is admirably thought out and powerfully written, and the attention is held to the last chapter. Throughout the book there are touches of humor and quaint philosophy that flash out. The book will provide popular, as were the forerunners by this same author, who is a skillful story teller and a careful analyst of character.

When They Were Boys—By Carroll Everett and Charles Francis Reed. Pages, 176.

An Easy English Book for the Foreign Born—By Druzilla R. Mackey. Pages, 32.

First Book for Foreign Children—By Druzilla R. Mackey. Pages, 64.

These books are published by F. A. Owen Publishing Company. The first is an admirable treatment of the lives and work of a number of the great men who have helped build this republic. Those who come in for treatment in separate chapters are Thomas A. Edison, Alexander Graham Bell, Theodore Roosevelt, Robert Dollar, Herbert Hoover, Luther Burbank, James Whitcomb Riley, and seventeen others, including President Warren G. Harding, his story being under the caption "The Boy Printer Who Became President." These stories are admirably suited for boys and girls, as they set forth how obstacles may be overcome as they have been in the lives of those who have achieved fame and fortune, not merely for themselves, but to aid in the progress of mankind. The book is illustrated and is edited by Helen Mildred Owen and Mary E. Owen.

The two books last above mentioned are dis-

ting contributions to the literature for foreign children. Miss Mackey, the author, is supervisor of part-time education in the Fullerton, California, High School District. The *Easy English Book* offers primary lessons in visiting the store, what is found there, what to buy, how to ask for articles and make purchases, and the like. A simple bill is one of the lessons, and the illustrations of the store, counter and shelves and the articles thereon are very helpful. The *First Book for Foreign Children*, in addition to the black and white illustrations, carries a number of beautiful color prints. The book, recognizing the handicap of foreign-born children in the use of our language, gives special emphasis to the verb and pronoun. It is expected that dramatic language drills will accompany these book lessons.

Moonlight Schools—By Cora Wilson Stewart. E. P. Dutton & Company. Pages, 194.

This book stands alone as being the one authentic utterance on the subject of illiteracy and its dangers in our developing democracy. Cora Wilson Stewart in her work on the Illiteracy Commission of Kentucky and as chairman of the Illiteracy Commission of the National Education Association, has accomplished more than all others for the removal of the blot of illiteracy. Mrs. Stewart is now chairman of the Illiteracy Committee of the National Council of Education, and is now holding regional conferences on the subject throughout the United States.

Moonlight Schools, while founded on fact, reads as a myth or a novel. Those who are not acquainted with conditions as they existed in the South before her work began, and as they still exist in too great degree throughout the country, can have no conception of how widespread illiteracy was or is. The book sets forth something of the history of the Moonlight School, and how the work spread from small beginnings. These Moonlight Schools offer the opportunity for men and women of mature years, entirely illiterate, to learn to read and write. Grandfathers and grandmothers rode many miles to take part in the classes. Running through the book are many concrete instances of men and women deprived of education in their earlier years who became literate. There are a number of full page illustrations that are of great value.

One of the great services rendered by the book, in addition to its historical value, is to make clear that the problem of illiteracy in America is more than the problem of the illiterate boy or girl. Adult illiteracy is a tremendous menace. Those who read *Moonlight Schools* will be stimulated to assist still further in the great work of which Cora Wilson Stewart is the leader.

Education and the General Welfare: A textbook of School Law, Hygiene and Management—By Frank K. Sachrist. The Macmillan Company. Pages, 443. Price, \$1.60.

This is a nondescript book, containing much valuable information, so varied and loosely related that the organization is an arbitrary arrangement, rather than a thought sequence. In general, it may be regarded as a book on management, though it overflows the school into the community, where whatever management there is, is through influence, not through authority. Chapters X and XII discuss "Differences Among Children" and the "Causes of Dullness," with a chapter on "Public Health" between. Between two chapters on "Play Instinct" and "Recreation" is inserted a chapter on "Food and Sleep." So much for the free and unconventional character of the subject matter and its arrangement. It is not so much a treatise as a book of lecture notes. But both the spirit and the teaching are sound and inviting. As a text on the management of education upon the school's initiative, it cultivates a new field. The general welfare as an objective in education is a familiar concept, seen theoretically; but as one of the objectives of the school it has been held but hazily. "To support a system of schools for all the people for the purpose of cultivating ideals and developing character is a national political strategy of the first order." Public opinion as a factor in educational control, reflects itself also upon school control. A chapter in the teaching functions of the school is well matched by one on its guidance functions; and it is in such parallels that the extra-school management finds its setting. There are helpful discussions on buildings and grounds, fresh air and food and sleep, sanitation and school housekeeping, and the public schools and the public health, quite justify the author's thesis that "to conserve the physical and mental energies of the children for adult life is the most important national economy." The distinctly social and human qualities in education are confined to four chapters of the twenty-seven in the book, but they are, if not comprehensive, at least sensible, and free from the exaggerations of many moralists, idealists and modern experts. Altogether the treatment will be found wholesome and suggestive, and, like one of Emerson's Essays, may be taken up from the beginning, or the end or in the middle.

School Program in Physical Education—By Clark W. Hetherington. The World Book Company. Pages, 132.

No more comprehensive statement of the theory of physical education and its relation to the objectives of general education has been undertaken than that which this little program of 132 pages introduces. The subject matter has been severely culled to exclude the extraneous or incidental, and the basis in scientific principles gives the treatment an authority that no merely empirical exposition could claim. It presents a logical, coherent system, so simple and obvious that it is apparent the order of topics grows out of the subject. Aside from an

Introduction, there are three divisions of the book:

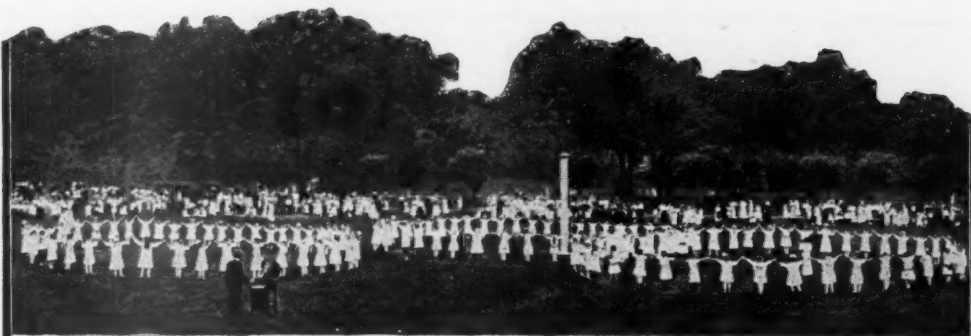
Part I—The Sociological Status of Physical Education.

Part II—The Objectives, or Aims, of Physical Education.

Part III—The Program of Physical Education.

Grounded in a generous conception of its theory of education—not merely training, he has had years of experience in trying out the doctrine in practice. His thinking on the logical organization of physical education as the only justification of any rational practice, began as we are told, as early as 1894. At the Whittier State School, 1896-1898, began a series of experiments in "the function of big-muscle activities as having moral and hygienic values," for a group of wayward boys. Later, for ten years along with the directive control of the manifold physical activities, intercollegiate and intra-collegiate, of both sexes in the University of Missouri, there was developed "the idea of educational athletics for all students," not for selected teams only, or for the few. Here "play fields became laboratories of moral and hygienic self-discipline." Here, also, was entered upon a state-wide promotion of such activities in the high schools of Missouri; and of playgrounds and appropriate programs in rural and small-town elementary schools. As professor of professional training courses in physical education for intending teachers in the University of Wisconsin, the practice teaching was used as an arena for further trying out and perfecting the system as a teaching instrument. Finally, as State Director of Physical Education in California, under the liberal provisions of the law of 1917, for four years he entered, as he says, upon "the final and most severe experimental testing in a state-wide program," which California teachers will recall as eminently stimulating and effective. All of which may serve to confirm the statement that we have here, in this "Program," no perfunctory summary, or rehashing of prevalent theories and practices; but an original, consistent and integral vision and valuation of physical education; and, because rationally grounded in biological and sociological conditions, equally valid for both elementary and secondary school uses. Particularly suggestive to teachers will be found the list the author gives of classified big-muscle activities as providing teaching material, and hinting at the great variety of means available for school use.

It is wisely suggested that the multiplicity and variety of this material make selection both a necessity and a privilege. Always emphasizing the natural activities; those which are adoptive as to age, sex and individual differences; and discriminating the relative educational values, selection may be made to fit particular schools and neighborhood conditions. Those interested in physical education either as instructors or supervisors will await impatiently the promised teachers' manuals. It would seem to be an opportunity to see an important educational interest with clearness and see it whole. In the meantime teachers should welcome this first installment.



Spring Revel, Public Schools, Decatur, Illinois

**Your school can duplicate these scenes
with the**

Victrola

A faithful and tireless accompanist for your

Festivals Pageants Fêtes Field Days

The Victrola is ever ready with correct, vigorous music for

**Folk Dancing Games Drills Calisthenics
Interpretative Dancing**

For full information consult any dealer in Victor products, or write

**Educational Department
Victor Talking Machine Company
Camden, New Jersey**



May Day Festival, Bloomsburg State Normal School, Bloomsburg, Pennsylvania

Say you saw it in the Sierra Educational News



NOTES AND COMMENT



In an appeal to Congress for improved school provisions and conditions in the Nation's Capital, to "bring them up to the level of those of cities of the same class throughout the United States," the National Education Association publishes a statement of a Washington Women's Joint Committee as follows:

There are in the Capital several fine modern school buildings, perhaps a dozen assembly halls, a few gymnasiums, some classes in manual training and domestic science, and limited facilities for the various other activities that are now considered essential to the physical and mental development of the child.

On the other hand we find numbers of old buildings, long ago condemned, but still in use; dark and crowded classrooms, 90 per cent of the schools having neither electric nor any other artificial lights. We find that for 154 school buildings there are 78 playgrounds; that many of these are cluttered with portable buildings, of which 73 are in use, while the thousands of pupils for whom no proper accommodations exist are further crowded into 27 additional rented quarters, into halls, basements, offices and other unsuitable places. Moreover, the teachers who are bravely struggling with these hard conditions are receiving salaries well below the average.

At the last meeting of the California Council of Education there was a report from the Committee on Means of Extending Local Teachers' Organizations and their affiliation with the California Teachers' Association. The chairman of this committee is Superintendent Ira C. Landis, Riverside County. The report states:

The whole matter of local representation in the State Association and in the National Education Association is now under consideration. In California there are certain outlying counties, which counties are geographically included in a given section in the California Teachers' Association, but distances are so great that teachers in these counties do not attend any section meeting.

While the committee is not at this time making a final report, such report to come later, it does recommend that to meet the above mentioned situation, additional sections of the C. T. A. be formed. To this end investigation is now being carried on.

A recent news column financial writer, after noting that "among modern business leaders, it is coming to be recognized that rolling up a gigantic fortune is no longer accepted as success, unless the process has been accompanied by service of commensurate value to mankind," goes on to compare Charles W. Elliot, Wilbur Wright, John R. Mott, Cass Gilbert, John S.

Sargent, John Brashear, William Dean Howells, Edwin Markham, John Burroughs, Luther Burbank, Theodore N. Vall, Minor C. Keith, Alexander Graham Bell, Henry Ward Beecher,— "whose success cannot be measured by the financial yard-stick," with Thomas Fortune Ryan, H. H. Rogers, James B. Keene, James A. Patten, Daniel J. Sully, Anthony Brady, Daniel G. Reid, and Horace Havemeyer,—as examples of financial gain only. The writer adds: "my conviction is that every person should earn all he can; not necessarily all the money he can, but all the particular form of reward which goes with one's activities." A fine text for a thrift lesson.

It is gratifying to know that one Teachers' Pension system is to be investigated, and studied scientifically. Virginia has had a plan in operation for fourteen years. The state appropriates a small sum, \$5000 annually, and the teachers contribute one per cent of their salaries. The Carnegie Foundation has engaged to make "a complete and scientific survey" of the system and report recommendations. Knowing the "Foundation's" thorough methods one may reasonably expect helpful suggestions for other states.

A Victrola in the Schools;

What Does It Mean?



Appreciation of good music is a right belonging to every child, but denied to most by lack of opportunity.

For it is only by constant repetition of good music that good music becomes appreciated.

And because the VICTROLA supplies this opportunity, its place in the school is fixed. It belongs in your school room as definitely as the blackboard or the ink well.

The greatest musicians sing only for the true Victrola

Sherman, Clay & Co.

Kearny and Sutter Streets, San Francisco
Fourteenth and Clay Streets, Oakland
Ninth and J Streets, Sacramento
325 E. Main Street, Stockton
J and Merced Streets, Fresno
190-196 S. First Street, San Jose
Stores also at
Portland, Seattle, Tacoma, Spokane
and elsewhere.

Webster's School Dictionaries

Based on the New International Dictionary, thus conforming to the best present usage.

Webster's Secondary-School Dictionary

70,000 Words and Phrases 1,000 Illustrations 864 pages

Presents the largest number of words and phrases ever included in a school dictionary, and supplies every need ordinarily encountered by students. Consequently this book is extensively used by classes from the high school through college.

Webster's Elementary-School Dictionary

45,000 Words and Phrases 900 Illustrations 720 pages

Carefully planned to meet all the requirements of elementary grades and other schools in which etymologies are not taught. It contains all words found in the school texts generally used, and includes the technical expressions of ordinary business and words used in elementary sciences. The meanings of words are made especially clear by the use of illustrative sentences or phrases and by discriminating synonyms. Inflected forms are given when irregular.

Webster's Shorter-School Dictionary

35,000 Words and Phrases Fully Illustrated 542 pages

In spite of its small size this book presents a very large fund of useful information concerning not only common words but technical and scientific terminology and up-to-date words needed by elementary pupils. It is unique among smaller dictionaries in making clear grammatical difficulties.

Webster's Dictionaries have been the best for eighty years.

These new school editions are better than ever.

Send in your order NOW!

AMERICAN BOOK COMPANY

121 Second Street, San Francisco

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

Say you saw it in the Sierra Educational News

THE PARENT-TEACHER ASSOCIATIONS

(Continued from page 196)

Money or its equivalent is soon gone, but the education parents can give to their children is theirs to hold and profit by forever, hence the united plea for the restoration of the educational program and appropriation for the children of California.

The following suggested programs for use in the various Parent-Teacher Associations will be found quite useful to both parent and teacher:

For the High School

1. Facing the recreation problem.
2. Styles and standards and the ethics of clothes.
3. The girl citizen.
4. Magazines and the high school age.

For the Mothers' Club

1. Educating the child at home.
2. Safety for school children.
3. Preparing our children for citizenship.
4. Education in manners.

A Dozen Don'ts.

1. Don't forget that the purpose of your organization is to work solely and unceasingly to secure the best that is possible for boys and girls.
2. Don't attempt to dictate the policy of administration of the school with which you are connected.
3. Don't bring private grievances to the meetings; they should be settled in the school office.
4. Don't allow your association to be used for the promoting of personal interests by individuals or political parties.
5. Don't allow money-raising to feature too largely in your work; there are more important ends to be attained.
6. Don't let your programs deteriorate into mere entertainments; keep them along lines directly helpful to both parents and teachers.
7. Don't exclude fathers from office if you wish fathers to attend; evening meetings are desirable in order to make their attendance possible.
8. Don't expect teachers to drill the children especially for their part of the program and don't keep the children waiting through tedious preliminaries.
9. Don't compel your speaker to listen to business reports and long preliminary programs; give him an early place on the program and a chance to get the early train home.
10. Don't let your meetings become too formal; have free discussion and good fellowship.

FOR TEACHERS OF SPANISH**Cuentos y Lecturas en Castellano**

By María Solano, Boston Normal School.

A beginning book for the junior high school or the regular high school. It contains fresh material written in a spirited style by a native of Spain who has had long teaching experience in the schools of this country. The Spanish-English vocabulary is the most practical and helpful to be found in any beginning book. Beautifully illustrated.

En España

By Guillermo Rivera, Harvard University, and Henry Grattan Doyle, George Washington University.

A practical, informative reader, neither childish nor pedantic, unencumbered with burdensome statistics or tedious details, and enlivened by the introduction of a considerable story element. The Spanish is not "made to order" for American students; it is natural and idiomatic and at the same time free from difficult construction. Illustrated.

Write our nearest office if you are interested.

SILVER, BURDETT & COMPANY

New York Newark Boston Chicago

ANOTHER SWEEPING VICTORY

for

ISAAC PITMAN SHORTHAND

At the International Shorthand Contest, New London, Conn., Aug. 24, 1922, under the auspices of the National Shorthand Reporters' Association, Mr. Nathan Behrin, an ISAAC PITMAN writer, with no previous practice, won the WORLD'S SHORTHAND TROPHY CHAMPIONSHIP at 280 words per minute, breaking ALL PREVIOUS RECORDS WITH AN AVERAGE ACCURACY PERCENTAGE OF 99.5. Mr. Behrin was also first in the 240 word contest. Mr. Samuel Powanser, an ISAAC PITMAN writer, was the first in the 220 test, and Mr. John Daly, an ISAAC PITMAN writer, was first in the 200 test.

OUT OF 17 CONTESTS 15 HAVE BEEN WON BY PITMAN WRITERS

These remarkable figures demonstrate conclusively and in the most convincing manner the superiority of the world-famous system invented by Isaac Pitman.

Ask for Isaac Pitman Shorthand. Accept no substitute.

Trial Lesson Free

ISAAC PITMAN & SONS

2 West 45th Street, New York

Meet
the University of California Examination
in Subject A
by using
Tanner's
Composition and Rhetoric



This book improves many things done well in other books.
It gives the pupil *Better English for Immediate Use*.
Its organization is based upon the best modern practices of
teaching—at the same time its pages are pervaded with
a spirit of youthfulness.

Ginn & Company
Publishers

20 Second Street

San Francisco

11. Don't be late in beginning or closing your meetings; have short sessions and conduct your business as expeditiously as possible.

12. Don't assign all the work to a small group of members. Train up new workers by distribution of duties and responsibilities.

Mention has been made in these columns of the "California Scholarship Federation," for the improvement of the scholarships of students in high schools. It has its main office in Long Beach with Charles F. Seymour, who has been its president since its organization two years ago. Its membership is mainly confined to Southern California, with fifty schools recognized as members. At the recent second annual business meeting and banquet, 400 delegates from forty-three schools participated.

San Francisco, also, has had to introduce the two-session plan of attendance in certain schools, because of overcrowding and lack of adequate accommodations. The younger children attend from 8:40 to noon and the upper grades from noon till 4 o'clock. Another San Francisco school item of more than local interest concerns the inauguration in all elementary and junior high schools of a "public school traffic reserve." Twelve hundred boys are to be selected from the fifty-five schools of these types, who will be charged to "see that school children cross at crossings on the way to and from school and otherwise observe the proper methods of safety."

Dr. William Dodge Lewis has resigned his office as Deputy Superintendent of Public Instruction, Pennsylvania, to become the general editor of The John C. Winston Company of Philadelphia. Dr. Lewis is the author or co-author of several textbooks, including Lewis and Hosc's "Essentials of English." He is also well known as the editor of the "Simplified Dictionary," first published in 1919. With Dr. Albert L. Rowland, he edited "The Silent Readers." In addition to his many books, Dr. Lewis has published many educational and other articles in magazines, including the Saturday Evening Post.

The National Kindergarten and Elementary College, 2944 Michigan Boulevard, Chicago, announces a summer session to be held from June 18 to August 10. A wide range of work will be offered for Kindergarten and primary grade teachers. Bulletin and book of views will be sent on request.

Draper's Adjustable Window Shades are built for service and meet every window requirement most satisfactorily, efficiently and economically. They are especially adapted for use in school buildings. They are made of especially selected materials and are manufactured under the most rigid supervision. They are handled by C. F. Weber & Company, 985 Market Street, San Francisco.

THE Winslow Health Series

THE LAND OF HEALTH,
for the lower grades.

HEALTHY LIVING, BOOK ONE,
for the intermediate grades.

HEALTHY LIVING, BOOK TWO,
for the upper grades.

CHARLES E. MERRILL COMPANY
(Publishers)

Represented by

D. A. THORNBURG,

California School Book Depository
149 New Montgomery Street
San Francisco, California

Each book of this successful series is carried in stock and may be ordered from the California School Book Depository.

WORK WITH IMAGINATION IN IT

O. Summer A. Session C.
June 18---July 28

The Preliminary Bulletin of the Summer Session is now ready, listing visiting instructors, special lecturers, and schedule of courses in many fields of

Science Applied to Living

Home Economics, Commerce, Physical Education, Scout Masters' Work, Smith-Hughes work, Vocational Education, Agriculture, Industrial Arts, Industrial Journalism, and Basic Arts and Sciences, comprising Art, Botany, Chemistry, English, History, Literature, Mathematics, Public Speaking and Dramatics, including Community Entertainment, Physics, and Zoology. Also Music and other Collegiate and Entrance subjects.

Study

In an Ideal Climate and Environment

Registration fee of \$10.00 admits to all courses. For bulletin with full information write to Director of the Summer Session.

OREGON AGRICULTURAL COLLEGE
Corvallis, Oregon



THE BOLENIUS PRIMARY READERS



Not Merely Another Series of Readers

Like the widely used Bolenius Intermediate Readers, these new Primary Readers provide a carefully organized basal course in reading which includes thorough training in all the necessary forms of this most important of the school arts. Moreover, they implant correct habits of study which will bear fruit in all of the pupil's school work and in his orderly mental development.

Some of the Many Strong Features

FOR PUPILS

Covers the entire field of primary reading, including silent and oral reading, individual and group reading, rapid and intensive reading, reading for pleasure and reading for mastery.

Richness of authorship, variety of appeal, and freshness of material. The majority of the selections and of the drill material is used in these books for the first time. The books contain both contemporary literature and the best standard selections not already commonly available in other readers. They thus provide a well-rounded and thoroughly interesting course in reading for these grades.

The books an advance in typography. Every available typographical device, in accordance with the requirements of eye-hygiene, has been used to aid the child in his mastery of the printed page.

The books are made for the child. The series is built around the child's instincts and needs, rather than as an adult mechanical system of teaching reading. Pupils will take keen delight in them.

FOR TEACHERS

The Teachers' Manuals provide an unusually detailed and helpful equipment. One Manual of over 500 pages for first-year teachers and a second much briefer Manual for second and third grade teachers, give the results both of the experience of our most successful teachers of primary reading and of the most authoritative and recent studies in this field.

A complete and inexpensive equipment of great educational value. This equipment includes Three-Decker Charts, pattern sheets, Mother Goose cut-outs, diagnostic seat-work tests, puzzle games, phonic word cards, and color charts. It may be made by the teacher from the detailed suggestions in the Manuals or will be supplied by the publisher.

Diagnostic Tests and Drills. Speed and Comprehension Tests, with carefully devised drills to overcome any weaknesses and deficiencies revealed by the tests, insure the maximum progress of pupils with a minimum of time and effort. These make possible the "Bull's-Eye" rather than the "Buck-Shot" method" of teaching reading.

This new organized course in primary reading marks a distinct advance in this highly important field of teaching. It should have the careful study of every progressive superintendent and primary teacher. The publishers will gladly send full information regarding it.



HOUGHTON MIFFLIN COMPANY

612 Howard Street, San Francisco



DEPARTMENT OF SUPERINTENDENCE
NATIONAL EDUCATION ASSOCIATION

(Continued from page 197)

and would leave the meetings refreshed and enthused, instead of mind-weary, as is now so often the case. At the best, one can take in only so much at a given session.

THERE was a California breakfast, participated in by a goodly number of Californians or one-time Californians. Those from the state at table were: A. K. Allen, Houghton-Mifflin Co.; George C. Bush, Superintendent of Schools, South Pasadena; A. J. Cloud, Acting Superintendent of Schools, San Francisco; Wm. John Cooper, Superintendent of Schools, Fresno; E. Morris Cox, Assistant Superintendent of Schools, Oakland; Virgil Dickson, Department Research and Guidance, Oakland; John J. Donovan, School Architect, Oakland; R. F. Gray, Principal High School, Taft; Miss Ida C. Iverson, President Teachers' Club, Los Angeles; H. C. Johnson, Superintendent of Schools, San Diego; A. H. Morosco, Allyn and Bacon; A. S. Pope, Superintendent of Schools, Santa Barbara County; C. E. Phelps, President Santa Barbara State Teachers' College; W. L. Stephens, Superintendent of Schools, Long Beach; C. E. Teach, Supt. of Schools, Bakersfield; L. Van Nostrand, Milton Bradley Co.; J. F. West, Superintendent of Schools, Pasadena; H. B. Wilson, Superintendent of Schools, Berkeley; Charles W. Waddle, University of California, Southern Branch; Miss Ada York, Superintendent of Schools, San Diego County, and Arthur H. Chamberlain.

Former Californians in attendance were: Miss Apgar, Harris Teachers' College, St. Louis; J. C. Babcock, The Century Co.; Miss Ella V. Dobbs, University of Missouri; Miss Henley, formerly of San Diego; Fred T. Moore of Row, Peterson & Co.; John K. Norton, office of N. E. A., Washington, D. C.; Alvin E. Pope, formerly Director of Education, Panama Pacific Exposition; J. M. Rhoades, Superintendent of Schools, San Antonio; N. C. Smith, New York; Geo. D. Strayer, Teachers' College, Columbia University.

Californians present at the meeting who were unable to attend breakfast were: Walter L. Backrodt, Superintendent of Schools, San Jose; A. A. Belford, Rand, McNally & Co.; Wm. F. Huff, Long Beach City Schools; F. A. Henderson, Principal High School, Orange; F. W. Hart, University of California; T. C. Morehouse, The Macmillan Co.; Bruce H. Painter, Superintendent of Schools, Petaluma, and Mrs. Painter; C. E. Rugh, University of California;

Self-Help English Lessons

New language books for the grades.

An outgrowth of **Mahoney's Standards in English** which is used generally in California as basis of the elementary English course of study. An additional 5 years of research and cooperation with hundreds of teachers and administrators have produced a masterpiece in textbook making.

Self-help plan in education applied specifically to teaching English.

Sets up definite standards and leads to their attainment—the child knows **why** he is going, **where** he is going, and **how** he is going to get there.

A teachable and **learnable** textbook.

We invite you to write us for further information.

World Book Company

149 New Montgomery Street
San Francisco, California

False Economy



To provide expert instruction in penmanship, and to provide anything but good pens and fresh pens to youthful penmen.

School Pen No. 556

America's leading and most popular school pen. A fine-pointed pen, suitable for all grades.

ESTERBROOK PEN MFG. CO.
Camden, N. J.

Canadian Agents, The Brown Bros., Ltd.
Toronto.

ATLANTIC CLASSICS

We are widening the connotation of
the phrase ATLANTIC CLASSICS

The term now includes the following well-known titles:

*ATLANTIC CLASSICS, First Series	\$1.25	*ESSAYS AND ESSAY-WRITING	\$1.25
*ATLANTIC CLASSICS, Second Series	1.25	AMERICANS BY ADOPTION	- - 1.00
*ATLANTIC NARRATIVES, First Series	- - - 1.25	FAMOUS STORIES By FAMOUS AUTHORS	- 1.25
*ATLANTIC NARRATIVES, Second Series	- - - 1.25	PROFESSION OF JOURNALISM	- 1.25
*ATLANTIC BOOK OF MODERN PLAYS	- - - 1.50	VOICE OF SCIENCE IN NINE- TEENTH-CENTURY LITERA- TURE	- - - 2.00
*ATLANTIC PROSE AND POETRY	1.00	*YOUTH AND THE NEW WORLD	1.50
STORY, ESSAY, AND VERSE	- 1.50		

*On the California List.

THE ATLANTIC MONTHLY PRESS

8 Arlington Street - - - - - Boston (17), Mass.

New Gregg Books

ON THE

California Approved List

Effective Expression, by Charles Elbert Rhodes, Principal, Bennett High School, Buffalo, New York. - - - \$1.40

A brand-new treatment of the subject of composition and rhetoric for the last two years of high school and the first year of college.

First Principles of Advertising, by Wilbur D. Nesbit, Vice-president of the William H. Rankin Company, Chicago and New York. - \$1.00.

An introductory course for high schools, private schools and colleges.

Junior Typewriting, by Elizabeth Starbuck Adams, San Francisco. - - - \$1.00

Meets effectively the special problem of the junior high school teacher. Our most popular new book.

Office Practice and Business Procedure, by Florence E. McGill, Julia Richman High School, New York City. - - - \$1.20

A teachable course in general office duties and clerical practice for junior high school pupils.

THE GREGG PUBLISHING COMPANY

Phelan Building

San Francisco

Miss Helen Watson, Assistant Superintendent Schools, Los Angeles; Miss Sturtevant, University of California.

THE resolutions passed by the Superintendents were many of them of the greatest importance. The committee, through its chairman, Superintendent Wm. M. Davidson of Pittsburgh, commended the President of the United States for setting aside American Education Week. Acknowledging the enlarged financial support accorded to the Public Schools in the states and territories, the resolutions called for increased attention in this regard during the present period of reaction, when a real educational emergency confronts us. Endorsement was given the Congress for its desire to create at Washington a model school system. There was reaffirmation of the need for a Federal Department of Education, a Secretary in the President's Cabinet, and therefore the need for the passage of the Towner-Sterling Bill. Because there is needed adequate financing of the rural schools, and in order to equalize educational opportunity, it was urged that the burden of raising funds in locality, state and nation, be equitably distributed between the stronger and weaker taxing units. There was full recognition given the classroom teachers of America for their high idealism and devotion and for their progressive spirit. Officers of the Department were elected as follows:

President—Payson Smith, Commissioner of Education for Massachusetts.

First Vice President—John H. Beveridge, Superintendent Omaha Schools.

Second Vice President—M. G. Clark, Superintendent Schools, Sioux City, Iowa.

Members Executive Committee: William McAndrew, Associate Superintendent Schools, New York; Frank W. Ballou, Superintendent Schools, Washington, D. C.

A recent speaker before California audiences, Miss Deborah Knox Livingston, who is World and National Director of Citizenship, talking on the Citizen's Relation to the Community, said "the social life of the community should offer an adequate program of healthful recreation. In 1896 there were in the United States only one public playground and one public swimming pool. Today there is scarcely a city of this great Republic in which may not be found some public provision for recreation." This represents an astonishing growth of health sentiment in communities. Naturally, the more populous centers needing the open spaces more and having the more available means, have made most progress; but there are many second and third class cities and towns which, planning for future growth, are providing themselves with parks and playgrounds.

SPENCER MICROSCOPE

64 D



The standard for
High School
Laboratories

Complete with
double nosepiece, 16
and 4mm objectives,
10x and 6x oculars.

Price \$66.25

Special Discount to
schools.

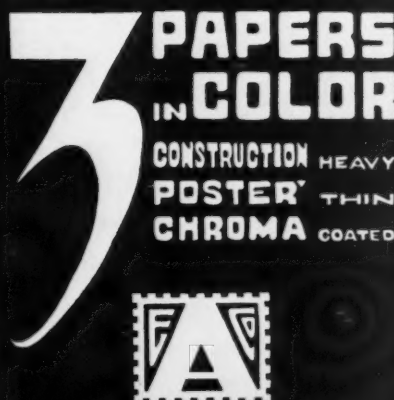
Write for Catalog of Microscopes, Dissecting
Sets, Projection Apparatus, Scientific
Optical Apparatus

Spencer Lens Co.

FACTORY, BUFFALO, N. Y.

PACIFIC COAST OFFICE:

417 Market Street, San Francisco, Calif.



MANILA PAPERS ARTISTS' PAPERS
REQUEST SAMPLES, NEW CATALOGUE

THE ABBOTT EDUCATIONAL CO.

SPECIALISTS IN
INDUSTRIAL ART MATERIALS

208 S. WABASH

CHICAGO

NEW BOOKS

TEXTS FOR HIGH SCHOOLS

Modern History	- - - -	By Hayes & Moon	- -	\$2.40
Automotive Manual	- - - -	By Taylor & Blake	- -	2.00
Shop Mathematics	- - - -	By Christman	- -	2.60
Contigo Pan y Cebolla	- - - -	By Gorostiza (Edited by Owen)		.96
Exercices Francais—Cours Preparatoire		By Pargment	- -	1.00
Maria Chapdelaine (French Series)		By Hemon (Ed. by Thieme)		1.00
Elementary Latin	- - - -	By Ullman & Henry	- -	1.40

FOR THE TEACHER

Curriculum Construction	- - - -	By W. W. Charters	- -	2.00
Supervised Study in Mathematics and Science	- - - -	By S. Clayton Sumner	- -	1.40
Teaching of the Industrial Arts—In the Elementary Schools	- - - -	By McMurry, Eggers & McMurry	- -	2.00

The Macmillan Company

609 Mission Street

San Francisco

BRADLEY'S WATER COLORS AND CRAYONS

meet every educational requirement.



The Quality Sign insures freedom from grit, uniformity of texture and perfect marking and blending qualities.

See that it is on your materials.

MILTON BRADLEY COMPANY

San Francisco - - California

SEND FOR ILLUSTRATED CATALOG

THOUGHTS BY THE NATION'S EDUCATORS AT CLEVELAND

(Continued from page 198)

fundamental studies.

The more intangible community assets from education cannot be measured in terms of money. In outcomes, the elementary school will guarantee to every normal child, literacy, necessary arithmetic, health, good citizenship, appreciation of art, and the expression by the hand of ideas and ideals.

SUPT. JESSE NEWLON, Denver:

Supervision has tended and still tends to make automatons of teachers, i. e., to deal too much with details of method in the way of prescribing definite procedures that follow the supervisor's ideas. The supervisor sets up the standard; the teacher must conform. This is an outworn theory in organization.

Emphasis should be shifted to efforts to stimulate teacher growth. Any system of supervision to be effective must give the teacher freedom through cooperative effort.

MABEL SIMPSON, Rochester, N. Y.:

Until recently, opinion, rather than scientific procedure, has dominated supervision. The inspectional type of supervisor is being discarded. Supervision should be cooperative. We should capitalize the value of the strong teacher.

J. M. GLASS, Deputy State Superintendent of Education, Pennsylvania:

What the Junior High School needs most is that administration will recognize it, not as an isolated unit of administration, but as a unit to secure articulation and unification in the educational system. Joint committees are needed to coordinate Elementary, Junior High School, and High School curricula.

DR. HAROLD O. RUGG, Columbia University:

School people must be not only students of children, but also students of society. We must regard the schools as agencies for the improvement of society. The teacher of the social sciences must take upon himself to collect and select the material wherever found, fairly, and without fear or favor.

DR. FRANK McMURRAY, Columbia University:

Some of the guiding principles in curriculum making are:

(a) Provision of motives.

SUMMER QUARTER

The colleges, the graduate schools and the professional schools offer fully accredited courses in Arts, Literature, Science, Divinity, Education, Law, Medicine, Commerce and Administration, Social Service Administration.

The University is within walking distance of Lake Michigan and two great parks with Bathing, Boating, Riding, Golf and Tennis facilities.

1st Term—June 18—July 25

2nd Term—July 26—August 31

Students may register for either term or both. For complete announcement please address Faculty Exchange, Box 17.

The University of Chicago
Chicago, Illinois

Hester Grammar School, San Jose; St. Joseph's Academy, Alameda; Glenn Co. High School, Willows; and Fowler Union High School, Fowler, have installed the



Simplex

Projector

Simplex always gives
Satisfaction

Interesting literature on request from

Western Theatre Supply Co., Inc.

121-127 Golden Gate Ave. - San Francisco

Plan Your Summer School

to include a

Tour to Europe

We offer you

University professors as leaders,
Interesting itineraries,

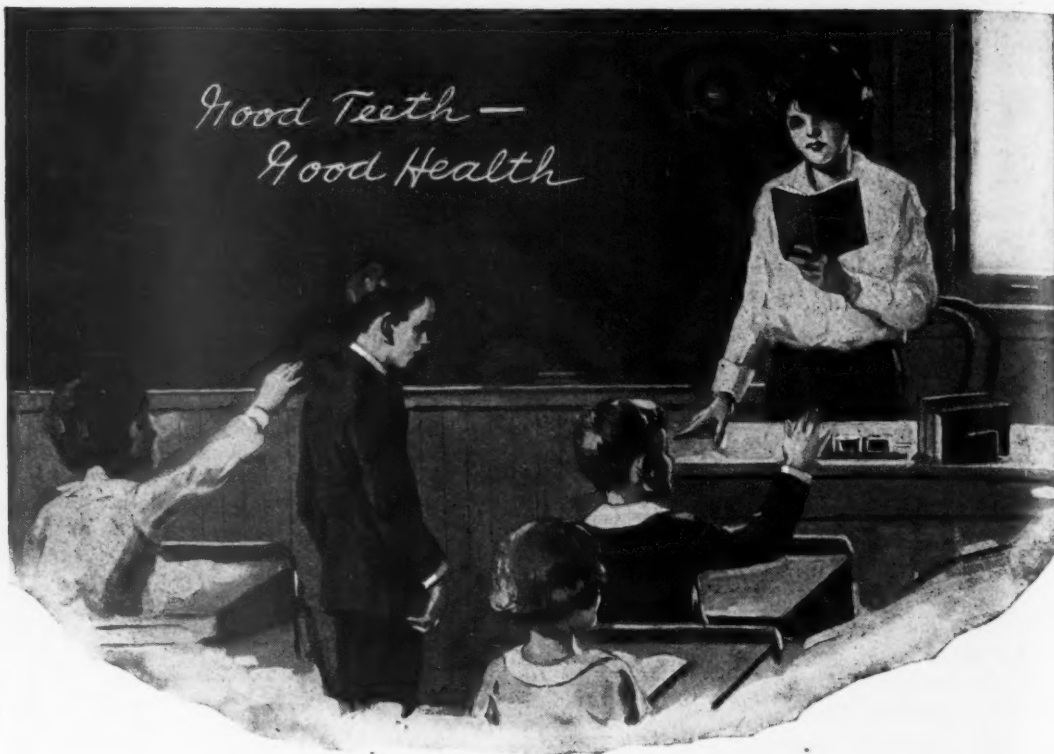
Leisurely travel, first-class hotels,
Lectures and sight-seeing programs
with specialists

with our

European Summer School

A summer spent in travel with us counts more than a year in a university. Write us for particulars.

BUREAU OF UNIVERSITY TRAVEL
17 Boyd Street, Newton, Mass.



Have You a Laggard Holding Back the Class?

Today's teacher understands the little laggard. Instead of scolding him, she tries to correct his physical handicaps --neglected teeth and bad health habits. Better teeth and brighter minds result from classroom lessons in dental hygiene.

The most effective and trustworthy method of keeping children's teeth bright and smiling is the use of a gentle, non-gritty dental cream.

Colgate's washes teeth clean without the use of harsh grit. Its specially prepared precipitated chalk loosens clinging particles from the enamel. Its pure, mild, vegetable-oil soap washes them away.

Children use Colgate's willingly and regularly because of its delicious flavor. A large tube costs 25c.



If your wisdom teeth could talk they'd say "Use Colgate's".



COLGATE & CO.

Established 1806 New York

Truth in Advertising Implies Honesty in Manufacture

Say you saw it in the Sierra Educational News

- (b) Reference to general social significance.
- (c) Reference to child's needs—fullest adjustment to abilities, capacities and talents.

Two principal elements in a curriculum are: (1) Facts about the subject; (2) Facts of how to study the subject.

DR. ERNEST HORN, University of Iowa:

The Curriculum—By Whom and How Made?

Two criteria must be kept in mind:

- (1) How secured?
 - (2) How may teachers best be stimulated?
- Answer to (1): Only by pooling the abilities of those who have made the greatest contributions in this field, including college professors, superintendents, supervisors, principals and teachers. These persons must be used in curriculum building. Courses must be made by committees of those who have made great contributions. Such committees must have leisure and must be adequately financed.

Answer to (2): Results of such a plan of action:

- (1) Would be distinctly superior to any previous course.
- (2) Would be valuable training for teachers because worked over with the teachers by experts sympathetically inclined to adjust to local needs.
- (3) Would be so authoritative as to extinguish confusion in minds of teachers as to material and method.
- (4) Would have a certain degree of permanence.
- (5) Would be of special value to small school systems.

DEAN A. L. SUHRIE, School of Education, Cleveland:

Teacher training institutions must develop responsibilities of students from contact with actual school experience. We must cultivate true democracy through student activities in these institutions.

SUPT. H. B. WILSON, Berkeley, Cal.:

Teachers, supervisors and principals should be continually participating in the movement to improve the teaching body. They must grow, too.

SUPT. E. E. OVERHOZER, Tulsa, Okla.:

Advantages of the "Year Round School": elastic plan; time saved; brighter pupils go more rapidly; slower pupils make up back work.

SUPT. H. C. WEBER, Nashville, Tenn.:

The "Year Round School" is a practical way of shortening the period of school

WHY NOT TAKE YOUR SUMMER SCHOOL COURSE IN EUROPE NEXT SUMMER?



It can be done in connection with the Clark Tour, a tour heartily endorsed by Supt. Will C. Wood and many other educators.

We try to excel in
Price,
Number of Days in Europe,
Leadership,
Service.

We invite comparison with any other tours in these particulars.

Write for itineraries now. Early registration is advisable.

Three sailings from New York—
June 16, June 30, July 7.

Address all Communications to
THE CLARK TOURS, VENICE, CALIF.

E. W. Clark, Supervising Principal
Senior and Junior High Schools,
Venice, Conductor and Organizer.

UNUSUAL BANKING SERVICE BY MAIL

Write to our
Bank by Mail Department
for information about the service
of this—
Oakland's oldest, largest bank.

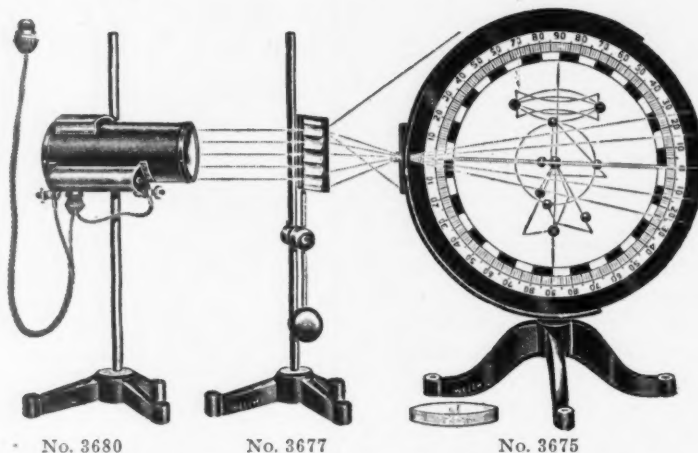
THE OAKLAND BANK

(Established in 1867 as
The Oakland Bank of Savings)

COMMERCIAL SAVINGS
TRUST SAFE DEPOSIT

12th and Broadway Oakland, Calif.
565-423

Further Improvements and Reduced Price



AS ORIGINATORS of the Source of Light for the Optical Disc, it is only logical that further improvements, simplification of design and quantity production leading to a marked reduction in cost should first be announced by us.

IMPROVEMENTS—

No Separate Rheostat. The resistance unit is mounted on the tube of the light housing.

Lighter Weight for shipping and handling in the laboratory and less storage space occupied.

Easier Adjustments. The most important of these improvements is the focusing arrangement which provides for the motion of the lamp instead of the motion of the lens.

Universal Form as we have now improved it is so arranged that it may be used for the Optical Disc and also for the Optical Bench. Previously it was necessary to have two instruments for these two purposes.

PRICE REDUCED very markedly and in keeping with Welch policy of always furnishing schools with greatest values—superior quality at less price than can be secured elsewhere. This new form—now the best on the market—is sold for less than any of the inferior forms.

No. 3675 Optical Disc. For demonstrating all the principles of reflection, refraction, dispersion and diffraction. Suited to the experiments in any text or manual. Unnecessary to have a dark room. **\$25.00**

No. 3677 Diverging Ray Attachment. For producing system of diverging rays for use with the Optical Disc. **\$8.00**

No. 3680 Artificial Light Source. For use with the Optical Disc. It is often inconvenient to set up an arc lamp and often impossible to have sunlight. This Source of Light gives sufficient light for use in connection with the Optical Disc and is always ready for use on any light socket either direct or alternating current. Gives parallel beam of light. **\$18.00**

Exclusively represented in California, Nevada and Arizona by

C. F. WEBER AND COMPANY

985 MARKET ST., SAN FRANCISCO, CAL.
RENO, NEVADA

222 S. LOS ANGELES ST., LOS ANGELES
PHOENIX, ARIZONA

Write your nearest office

A Sign of Quality **WELCH** A Mark of Service
QUALITY SERVICE

W. M. WELCH MANUFACTURING COMPANY

Manufacturers, Importers and Exporters of
Scientific Apparatus and School Supplies

1516 Orleans Street

Chicago, Ill., U. S. A.

Say you saw it in the Sierra Educational News

life to enable youth earlier to get into productive employment.

SUPT. H. W. BORDEN, South Bend, Ind.:

Heads of big business corporations, when asked the question: "What are the most essential principles of business organization?" replied, "Honesty, i. e., delivering a product that meets specifications."

SUPT. WALTER SIDERS, Pocatello, Idaho: Idaho:

Collis P. Huntington stated that he had leisure. When asked how, he said:

- (1) Organize your work.
- (2) Deputize it.
- (3) Supervise it.

This dictum may be applied to school organization.

MILTON BENNION, University of Utah:

Teachers must be trained to use character education material.

DR. SMALL, State Department of Pennsylvania:

Give the youth of today opportunity through education to become worthy citizens, efficient producers, and intelligent consumers. This does not appear to be accomplished through full day schools. Inequality of opportunity and restrictions to certain classes in modern industry as applied to junior employees is leading the stratification in society. Apprenticeship system has broken down in this machine era. The state must assume control to re-establish civic training. Part-time education should function for all youth who leave school to enter employment. This reaches and really educates our youth.

SUPT. J. H. BENTLEY, Duluth, Minn.:

The older form of administration under school boards has become outworn. Various newer principles are now established, such as to abolish standing committees and to have the Board act as a committee of the whole. This plan centers responsibility in the Superintendent of Schools as chief executive officer in a school system. What the Board should not do is to make the Superintendent the chief policy maker, inspector and publicity agent. The Board must remain the policy maker and policy defender.

DR. EDWIN A. STEINER, Grinnell, Iowa:

The radical wants to put the clock ahead; the reactionary, to put it back. The teacher tells what time it is.

Notice has been taken from time to time of the preparation in certain cities of detailed out-

Color!

For Teacher and Pupil



No. 663

RAINBOW COLORED PENCILS

—for—

Drawing Pictures
Coloring Maps
Marking Papers

Special to Teachers!

For introduction purposes only, we will send assortment No. 663, twelve Rainbow Colored Pencils, packed in the wooden desk stand; (pictured above) and a booklet showing a color theory chart and other interesting information, upon receipt of one dollar—cash, check, or money order.

Address us at 37 Greenpoint Ave., Brooklyn, N. Y., and mention this magazine.

EBERHARD FABER

"The Oldest Pencil Factory in America"

NEW YORK



HOLDEN

UNFINISHED LEATHERETTE COVERS

are made from our own scientific formula of long, tough fibers which produce a smooth, hard surface that sheds water and dirt—withstands abrasion and is

Wear Resisting for the School Year

For more than fifty years Holden Book Covers have been made as good as we knew how to make them, and we could not make a better material at any price than is used in Holden Covers today.

SAMPLES FREE

THE HOLDEN PATENT BOOK COVER COMPANY

Miles C. Holden, President

Springfield, Massachusetts

LESLIE SALT

*“The Badge of Quality on the
Grocer’s Shelf”*

Manufactured by

Leslie Salt Refining Company

San Francisco

San Mateo

Say you saw it in the Sierra Educational News

lines of the course of study. Berkeley, through a committee of teachers and supervisors, has been particularly active since 1921. Monograph No. 6, on History and Civics for the elementary schools—kindergarten and Grades I-VI is just out. A dozen pages are devoted to the objectives to be sought and to the method of procedure in teaching recommended. This is followed by a succinct summary of the work for the Kindergarten, First Grade, Second Grade, Low Third, High Third, Fourth, Fifth, Low Sixth, and High Sixth. The remainder of the Monograph, about 60 pages, is given to a somewhat detailed exposition of the course, with illustrative exercises, original projects by the children, etc. A pertinent bibliography accompanies each division of the work. In an appendix are given programs and suggestions for the celebration of fifteen selected holidays, and a list of important "school activities" suitable for, and of interest to children.

The seventeenth annual summer session of the California School of Arts and Crafts will open on Monday, June 25, and close on Friday, August 3, 1923. This session has become an established feature of the work of the school, and is recognized as an annual event of real and increasing importance to art education in the Western States. Supervisors of the arts and crafts in city schools, special teachers in the high schools, grade teachers and teachers in the rural schools will find courses adapted to their needs. Courses will be organized for students in the elementary and high schools. Children's classes will also be organized. Many of the advanced courses given are especially adapted to those preparing for life work as designers, illustrators, commercial, poster and advertising artists, interior decorators and craftsmen in the metals, wood, textiles and pottery. For complete summer session catalog write to F. H. Meyer, Director, California School of Arts and Crafts, Berkeley, California.

D. W. Jenkins, until recently Pacific Coast Manager for Henry Disston and Sons, has been called to Philadelphia and promoted to the position of Manager of Sales in the Mill Goods Department. His wide field experience, technical knowledge of the saw business, managerial ability, and long term of service with the company well qualifies him for the position.

The Fred Medart Mfg. Co., leading manufacturers of playground apparatus have just issued a new booklet, "Planning a Playground," which supplies a long-felt need, and will meet with the thoughtful consideration of teachers and public spirited citizens interested in the playground movement. This booklet is in no sense a piece of advertising literature, but is an instructive and interesting review of the methods that have been employed in various cities to arouse public interest in playgrounds, and to raise the necessary funds for their purchase. The booklet also contains some practical suggestions on the selection of necessary equipment and diagrams showing how the playground can be arranged to best advantage. A copy of "Planning a Playground" may be obtained, free of charge, by addressing Fred Medart Mfg. Co., Potomac & DeKalb Sts., St. Louis.

Coming to the N. E. A. Convention!



Include an Ocean Voyage

THERE'S no better antidote for the nerve racking effects of a year's teaching than to take a zestful sea journey. Fill your lungs with the salt tangied air of the Pacific! Enjoy the many delights and fascinating experiences! Here are two wonderful voyages—either or both of which may be included in your trip to the N. E. A. Convention with but slight additional cost.

YALE & HARVARD

Between San Francisco
Los Angeles and San Diego

Ask your railroad ticket agent to route your ticket to include the Yale or Harvard between San Francisco and Los Angeles or San Diego. Same fare as all rail, meals and berth extra. Dancing and other entertainment included without additional charge.

To HONOLULU From LOS ANGELES

Fortnightly sailings, with the two luxury liners, S. S. City of Los Angeles and S. S. Calawail, over the "great circle route of sunshine."

FARES VERY REASONABLE.

Book your passage now on the S. S. Calawail, sailing from Los Angeles Harbor, Saturday, July 14. One way fare from \$90, including meals, berth and entertainment—all of the highest quality.

Write for illustrated booklet.

Los Angeles Steamship Co.

517 S. Spring St., Los Angeles
685 Market St., San Francisco



Stanley Tool Cards



A set of 6 cards, size 13½ by 18½ inches, and lithographed in 9 brilliant colors. Every illustration has a most distinctive appeal.

Complete Set FREE to every teacher of Manual Training

merely for the asking. Simply write that you would appreciate receiving "Set No. 17-D", and it will be sent at once.



THE STANLEY RULE & LEVEL PLANT

THE STANLEY WORKS, NEW BRITAIN, CONN.

New York

Chicago

San Francisco

Los Angeles

Seattle

YOSEMITE NATIONAL PARK

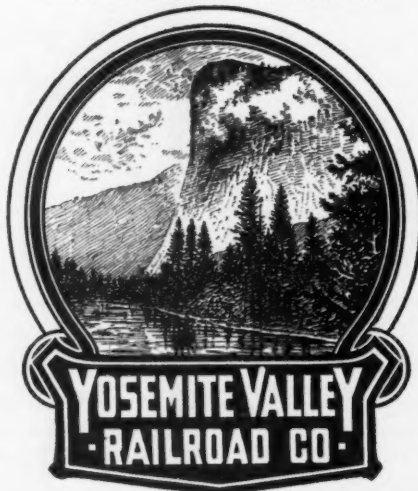
(OPEN ALL YEAR ROUND)

California's picturesque and incomparable wonderland—including in its splendors massive cliffs—the Big Trees and five world famed waterfalls.

Easily Accessible—Comfortable Accommodations.

For literature and information

Address
W. L. White,
General Manager



Yosemite Valley R. R.
Merced, Calif.

Say you saw it in the Sierra Educational News

An honor has come to a San Franciscan that is no empty one. The National School Supply Association has just closed its annual meeting in Chicago. Mr. J. W. Fricke of the C. F. Weber Company of this city was chosen president for the next year. It is a nation-wide body of manufacturers and dealers in whose products every teacher and school executive, not less than the purchasing agent, is vitally interested. Congratulations are not more due to Mr. Fricke than to the organization over which he is to preside. He is a man of business, of rich experience and of vision.



J. W. Fricke
President National
School Supply Assoc.

With the N. E. A. Convention drawing educators from all over the United States to San Francisco this summer, many teachers are planning to round out their vacations with the many fascinating experiences of an ocean voyage. Some of the teachers who are planning to spend the summer months in southern California, will embark aboard the S. S. Yale or S. S. Harvard. Immediately after the N. E. A. Convention, and will take the delightful overnight trip to Los Angeles, or to San Diego. Others who have been able to accumulate a sufficient supply of shekels to permit of a longer voyage, expect to take the trip from Los Angeles direct to Honolulu, over what is called the "great circle route of Sunshine," on the S. S. Calawali, which sails from Los Angeles Harbor Saturday noon, July 14th. It is claimed that although the service on the S. S. Calawali is of the very highest order, the fares are very moderate.

The Stanley Works, New Britain, Conn., will send free, on request, to any teacher of Manual Training a set of six large cards. The cards are lithographed in nine colors and are suitable for class room decoration. Simply write that you would appreciate receiving "Set No. 17-D", and it will be sent at once.

The organization of Safety Patrols in the Schools has been undertaken in Los Angeles and the counties of Southern California sponsored by the Automobile Club of that section. The schools are cooperating, after a year of experimenting with the plan. The Club has maintained a system of Safety instruction in the schools, distributing bulletins to 11,000 teachers and reaching 500,000 pupils. The young "traffic officers" are destined to perform important services.

Friends of Dr. Albert Shiels, formerly Superintendent of Los Angeles Schools, will be pleased to learn that he has been appointed to a full professorship in Teachers' College, and will recognize the fitness of the selection.

WILD FLOWERS

ROLAND RICE,

ROUTING FARM,

SARATOGA, CAL.

192

Please forward to address below:

.....copies "Popular Studies of California Wild Flowers"

By Bertha M. and Roland Rice

Library edition @ \$2.50 \$.....

Enclosed find check.....money order.....for \$.....
in payment for same.

Signed.....

STAGE DRAPERIES AND SCENERY

J. D. MARTIN SCENIC CO.

San Francisco—146 Leavenworth St.

Los Angeles—545 S. Los Angeles St.

AMERICAN TEACHERS AGENCY

605-606 Detwiler Bldg., Los Angeles, Calif.

WE HAVE CONSTANT CALLS FOR
CAPABLE TEACHERS.

DO YOU WANT A BETTER POSITION?

R. Thane Cook, Manager.

Spencerian School Pens

Spencerian Steel Pens are the best for schoolroom use because they outwear any two ordinary pens. They retain their smooth-writing points longer against the misuse and hard wear against which children put upon pens. Children become better writers quickly with these good tools.

For more than half a century Spencerian Steel Pens have been the standard for school pens. Superintendents and teachers may obtain sample pens on request. Supplies can be obtained from the trade. Write us for samples.

Spencerian Pen Company
340 Broadway New York

No. 1—College, fine point; double elastic.

No. 2—Counting House, excellent for book-keeping.

No. 5—School, fine point; semi-elastic.

No. 47—Intermediate, medium point; stiff action.



No. 1

No. 5

It is claimed that the platoon plan of organization is now in operation in 43 cities in nineteen states, in which the work-study-play program is employed in one or more schools.

Say you saw it in the Sierra Educational News



SCHOOLS^{AND} COLLEGES



Many Teachers Are Going Into Business—

—every year sees more of them making the change. There is a good reason, of course. There is no salary limit in Business—you can go as high as your ability and Training will carry you—\$5000 and \$10,000 year women in Business are no longer exceptional—there are hundreds of them and more coming—women can do as well in Business as men. WHY NOT MAKE THE CHANGE?

With 6 to 8 months of Business Training at Heald's you will be ready to enter Business—opportunities everywhere—every Heald office has 3 times as many CALLS FOR HELP as it can supply. Visit your nearest Heald school or write today for "BUSINESS"—the Heald catalog.

Heald's Business College

San Francisco Oakland Sacramento San Jose

CALIFORNIA SCHOOL *of* FINE ARTS

Affiliated College of the University of California. Cor. California and Mason Sts., San Francisco.
Lee F. Randolph, Director.

Thorough courses in Life and Portrait Drawing and Painting. Teachers' Course and other branches.
New term opens January 2, 1923. Sculpture, Design, Crafts, Interior Decoration, Stage Design,
Commercial Art, Illustration. Illustrated catalog mailed on request.

More than seven hundred courses will be offered at the University of Chicago for the Summer Quarter which begins June 18 and ends August 31. These courses are the same in character and credit value as in other parts of the year and include those in Arts, Literature, Science, Divinity, Law, Medicine, Education, Commerce and Administration, and Social Service Administration. The First Term of the Summer Quarter begins June 18; the Second Term, July 26, and students may enter for either term or for both. There will be over three hundred and fifty in the Summer Quarter Faculty, of whom about one hundred come from other institutions. Among the latter institutions represented will be Yale, Princeton, Columbia, the College of the City of New York, Cornell, Pennsylvania, Amherst, Dartmouth, Bryn Mawr, as well as the universities of Michigan, Ohio, Indiana, Wisconsin, Illinois,

Minnesota, Iowa, Texas, Montana, Washington, California, and the University of Manchester.

So far as known the beginning of the movement to provide what have come to be called teacherages in the rural districts was in Hall County, Nebraska. There was built, as an experiment, a \$1000 cottage for the district teacher. A dozen States now have such accommodations in communities where boarding and housing conveniences are few or wanting. Texas, Alabama, Colorado, Nebraska, Mississippi, Washington, Idaho, North Dakota, Louisiana, Montana, have been most active. A promising beginning was made in California only to be checked by an adverse opinion by the Attorney General. Of the 3467 counties in the United States 2485 report 807 such teachers' houses. Approximately 70 per cent of them are in Texas.

An important addition to the Berkeley Monographs on the Course of Study is one just issued on "English, History, Science, Mathematics and Foreign Languages," for use in the three junior high school classes. It makes a distinct contribution to the discussion of the resources, and aims and activities of this relatively new, and yet little comprehended division of our school system. More extended comment will be made later.

Unlike some places that take up school thrift savings, Alameda reveals continued growth. As compared with the September reports, the total deposits Feb. 1, were \$41,842.27, against \$35,000 at the earlier date. These represent savings from all schools, from the kindergarten through the high schools. Unlike the experience of some cities, too, the high school leads with the largest amount, \$7,684, or 18 per cent of the total. The five elementary schools average \$3,355 each. It is an excellent showing.

A recently published statistical report of Association memberships of San Francisco teachers, shows that 59% of the teachers in 76 schools (fourteen not reporting or reporting none) hold memberships in the N. E. A.; 68% of those in 82 schools are members of the Grade Teachers' Association, and 56% in 58 schools belong to the C. T. A. Two-thirds of the schools reporting show less representation in their own state association than in the N. E. A. And 58 schools have a larger membership in the Grade Association than in the C. T. A.

The Oregon Agricultural College announces its summer session from June 18 to July 28. Among the courses will be these in Home Economics, Commerce, Physical Education, Smith-Hughes work, Vocational Education, Agriculture, Industrial Arts, Industrial Journalism and Applied Arts and Sciences, including Art, Botany, Chemistry, English, History, Literature, Mathematics, Public Speaking and Dramatics, including Community Entertainment, Physics, Zoology and Music.

For bulletins with full information write to Director of the Summer Session, Oregon Agricultural College, Corvallis, Oregon.

It is claimed by Mr. Arnold Switis in an article of the Journal of the N. E. A. that in the United States and Canada there are about 2000 classes in school printing. Three benefits from the study are noted; a better understanding of printing matters; it develops a knowledge of English, mathematics, art and the like; tends to encourage the art of self-expression. Professor Thomas H. Briggs, of Teachers' College in a note to School and Society, doubts the validity of all three claims, even the first, that "printing is seldom taught so as to justify itself as a vocation."

The Boy Scout organization has developed amazingly in America. By fulfilling specific and rigid requirements, a boy "both studying and learning by doing" may earn a "merit badge in any one of the 61 different subjects, from bee-

NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE (Incorporated—Accredited) SUMMER SESSION June 18 to August 10

Summer Session Curriculum includes developments in Kindergarten and Elementary methods for Teachers, Parents and Social Workers, as given to recent graduates, and being generally adopted.

Courses arranged to give practical experience applicable in classrooms and wherever children are. (Demonstrations with Children include):

Current Educational Problems—Socialized Activities in the Elementary School—Essentials in Speaking—The Project Method (Demonstrated)—Educational Measurement in the Kindergarten and Primary Grades—Plays and Festivals for Children—The Bentley Rhythms (Demonstrated)—Religious Education in Childhood.

1923 Summer Bulletin upon application to:
REGISTRAR, SUMMER SCHOOL, BOX 40,
NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE, 2934 MICHIGAN BOULEVARD, CHICAGO, ILLINOIS.

The
**AMERICAN CRAYON
COMPANY**
ESTABLISHED 1835
SANDUSKY-OHIO NEW YORK

▼

**The world's largest
makers of Crayons
Water Color Paints
& Allied Products**

▼

**Upon receipt of request
we will send you book-
let descriptive of any
material in which you
may be interested**

keeping and first-aid to electricity and seamanship. The scout salutation is the left-hand shake. Service stars and a Distinguished Service Medal are used as insignia of service rank.

Colgate's Classroom Helps will be sent free, once a school year, to teachers. They bring practical suggestions and individual equipment—booklets, dental lectures, reminder cards, a dainty week-end box for the teacher, and a small tube of Ribbon Dental Cream for each child. The helps may be secured by using the coupon on page.....of this issue.

To Accredited Universities and City and County Superintendents: I am directed by the State Board of Education to inform you that at a regular meeting of the State Board of

**MACHINE TOOLS
WOOD WORKING MACHINERY
PUMPS ENGINES MOTORS**

We can furnish your complete shop equipment

Smith Booth Usher Co.

San Francisco

Factory Distributors

Los Angeles

DIPLOMAS
WITH LEATHER COVERS—IN ALL SIZES
PACIFIC ENGRAVING CO.

310 West Pico Street

Los Angeles

**WANTED Women Teachers
For Summer Work**

Would You Like to Travel All Summer Long—engaged in a work that capitalizes your teaching experience and offers unusual financial returns? One of the country's old and well established business houses, with a nation-wide organization, will have openings for nearly one hundred women teachers this Spring and Summer. These positions are paying other teachers from

\$200 to \$400 A MONTH

Applicants must have had two years college or normal school training, three years of teaching experience, and be between 25 and 40 years of age and in good health. Positions will be filled in the order applications are received, with preference to those of highest qualifications who can work longest. Give age, education and experience in your first letter.

Address Dept. E-10

F. E. COMPTON & CO., 510 American Bank Bldg., Los Angeles, Calif.

Education held January 6, 1923, it was voted to postpone the enforcement of the new requirement of twenty-one units of Education for the State High School Credential until September 15, 1923. You will take due notice of this in guiding your students.—WILL C. WOOD, Executive Secretary, State Board of Education.

During the recent meeting of the Department of Superintendence at Cleveland, one of the features of the exhibit was the publication daily of a paper by the Harter School Supply Company of Cleveland. This publication was called the "School Bell." This daily output carried splendid resume of addresses and was replete with live notes and with excellent advertising features. One issue gave mention to the recent election of Mr. John W. Fricke as President of the National School Supply Association. Mr. Fricke is well known on the Coast, he being president of C. F. Weber & Company. The note follows:

The lid went on with all the boys, and the slogan of the association, "Service to the School Children of America," commenced to work immediately on the arrival of the boss. Mr. Fricke held an impromptu reception in the lobby of the Hollenden, and noting the time, told the boys to get on the job. "Never mind your breakfast, it's after eight o'clock."

Honest John missed his and started for the Auditorium. From now on it will be six-thirty calls at the various hotels for the balance of the week, and no more breakfasts in bed.

Huntington Park, because of unexpected overcrowding in the schools, contemplates another bond issue, this time for \$500,000. Provision must be made, it is thought, for a new manual arts building, a building with twenty classrooms, and a girls' gymnasium. In a dozen years the enrollment in high school has grown from 50 to 1000. Huntington Park, it is claimed, is next to Glendale, the wealthiest Union High School district in the county and has a large net bonding capacity.

"To him that hath shall be given." Upon the coming of Dr. Milliken to Pasadena, large gifts for laboratories and endowments were announced for the California Institute of Technology. Now Arthur H. Fleming, President of the Board of Trustees, has made over realty and securities to the value of \$4,200,000. Mr. Fleming's previous gifts had reached nearly \$1000,000.

The Ninth Annual State Exhibition of California wild flowers will be held at the Fairmont Hotel in San Francisco, April 13 and 14, and will

be open to the public. It is held under the auspices of the Wild Flower Conservation League, under the direction of Mrs. Bertha M. Rice of Saratoga, assisted by Mrs. Roxanna Ferris, of the Science Department of Stanford University, and other eminent educators and naturalists. The work has the endorsement and cooperation of the San Francisco Board of Education. Among eminent speakers will be David Starr Jordan, Chancellor Emeritus of Stanford University.

"Objective Evidences of Leadership," is the title of a pamphlet prepared by Mrs. Florence Keeney Robertson, 2363 Thirtieth Avenue, West Adams Place, Los Angeles, California. This pamphlet presents a scale for grading the high school teacher of five or more years' experience. It is an interesting study. Copies may be had at 25 cents by addressing as above.

Harold Allan was recently appointed the new director of the business division of the N. E. A. He has recently served as State Agent for Rural Education in Maine. He has had experience, both in editorial work and as a circulation manager of a publication, and was at one time secretary of the Maine Teachers' Association. He comes to his new position well qualified. We had him as a welcome visitor to our office this week.

At Pomona College there has been appointed Dr. E. J. Jaqua as Dean of the Faculty. His service is to begin September 1 next. Dr. Jaqua is now Dean of Colorado College, and comes to his new position from a field where he has had remarkable success. He was formerly associated on the faculty of Grinnell College, Iowa. Dr. Jaqua succeeds to the Deanship at Pomona following the administration of Dr. E. C. Norton, who since the beginning of the college 35 years ago has been a leader in the profession. Dr. Norton resigns from administrative duties, but continues as professor of Greek. Dean Nicholl will remain in charge of the more general forms of campus life and activities.

The Annual Conference of the Pacific Coast Association of Educational Research and Guidance will be held at the San Jose State Teachers' College, April 20 and 21. Dr. B. R. Buckingham, Director of Educational Research at the University of Ohio, and editor of the Journal of Educational Research, will be one of the speakers. Professor Terman and Professor Cumberley of Stanford University, and Dr. J. Harold Williams of Whittier State School have also been secured for the program. Other speakers will be announced later. The programs for this conference will be sent out early in April.

The finest of arts. Teaching is founded on scientific principles, but teaching is an art. It is the finest of the fine arts. It deals with the most precious resource—the child. The sculptor molds his clay and carves marble. The product is lifeless. The painter works on canvas. The product is changeless. The teacher touches the life of the child—puts love in his heart and kindles fire in his soul. What a responsibility!

EUROPEAN TOUR JUNE 19 TO AUGUST 18

France Italy Switzerland Germany Netherlands England

Educational features a specialty—Exceptional value; generous use of Automobiles. Expert courier assisted by local guides and lecturers. Business management American Express Co. Later return booking possible. Party limited to 16. Itinerary from Mrs. Jos. R. Nixon, Organizer, 1537 Euclid Avenue, Berkeley.

TEACH BOYS AND GIRLS TO SAVE

An opportunity for you to have this very successful school savings system in your own schoolroom. A package containing directions and supplies for a room sufficient for from 1 to 2 years now on sale.

Order today or write for free booklet.

Duplicate Punch School Savings System
Lynn, Mass.

ENTERTAINMENTS —Good Ones—

For School, Church, Lodge, Clubs, Etc.

Free Help-U Catalog

Eldridge Entertainment House

Franklin, Ohio —also— Denver, Colorado
944 So. Logan St.

Place Your Orders Now!

School merchandise is going up in price. Orders placed now have the double advantage of the lower price and the better service.

Standard School Series:

This name guarantees to you the highest quality of merchandise with the best workmanship.

Composition Books—Memorandum Books
Note Books—Spelling Blanks—Tablets
School Papers—Binders—Filler Paper
Pencils—Crayons—Water Colors—Pens

THE STATIONERS CORPORATION

525 SOUTH SPRING STREET LOS ANGELES - CALIFORNIA

PATTERSON-WILLIAMS MFG. CO.

501 W. San Fernando St., SAN JOSE, CAL.

Manufacturers of Safe and Modern

PLAYGROUND APPARATUS

which is fascinating to the children. It is in general use in schools and playgrounds on the entire coast.

Teaching More Than the R's

A teacher must teach more than reading and writing. She must teach knowledge of a thousand sorts. And one of them, knowledge of values—of how to buy.

When your pupils go to buy notebooks, do they know what they ought to get? Paper of crisp even texture and satiny smooth writing surface? A neutral tint to protect their eyes from harmful reflection of light?

If they do know, they're sure to get **BANK STOCK**. For **BANK STOCK** is superior paper. Its neutral, not-white tint absorbs light and eliminates glare.

*There's a **BANK STOCK** blank book for every need.*



KNIGHT-COUNIHAN CO.

SUCCESSORS TO
MYSELL-ROLLINS BANK NOTE CO.

SAN FRANCISCO

What an opportunity!—President John H. Beveridge of the Department of Superintendence, before a meeting of classroom teachers at Cleveland, February 28, 1923.

Under the title, "Shall the College Be Divided?" a contributor to the Educational Review, discusses the junior college. Noting that "Some of the larger Western universities have divided their college of arts and sciences into two separate parts, a junior college or lower division, and a senior college or upper division," he finds that eight institutions have taken this step and "others are preparing to do so." These are: Chicago, Minnesota, Nebraska, Toledo, California, Stanford, Oregon, and Washington. All report the plan as satisfactory. Six of the states have independent junior colleges, cooperating, more or less, an aggregate of 45, half of them in California. Nine other institutions, having no formal distinction of upper and lower divisions, report 62 junior colleges in their states.

"Using Motion Pictures in Commercial Geography," is the title of an article by O. W. Freeman of the High School at Stockton. This article was published in the January issue of the Journal of Geography, and has been reprinted in bulletin form. The article will bear reading by any who are interested in the use of motion pictures in education.

The American Educational Digest is now being published by the Educational Digest Company, of which Mr. George Towne of Lincoln, Nebraska, is president and manager. The editors are Mr. Frank A. Weld and J. W. Searson. Clifford C. Meyer has charge of advertising and circulation. The publication office is at Crawfordsville, Indiana; the business and editorial office at Lincoln, Nebraska. We commend the Educational Digest to school executives and administrators generally.

The Garden Club of Alameda County is doing excellent work in placing before the people facts pertaining to the destruction of wild flowers and shrubs. Splendid progress has been made towards saving plants from destruction. Miss Head of Head's School, Berkeley, is president of the Club; Mr. J. R. Sutton of Oakland High School is a member of a special committee having in hand the work of saving the wild flowers. Mrs. G. Earl Kelly of Alameda, chairman of the committee on publicity, sends the following statement:

"Now that warm, sunny days are approaching, our hills, canyons and fields should soon be ablaze with flowers. But alas! each year these precious blooms are becoming fewer, because in our selfish and mistaken love for them, we have picked them in such numbers that they have no chance to paint our landscape, as they did some years ago.

"Let us stop and think. Is it worth while picking the flowers that so soon perish and are cast aside? Would we not get more pleasure by carrying home memory pictures of their

freshness where nature planted them? By so doing we could anticipate returning to their haunts the following year, and see new plants blossoming from the seeds of those flowers we admired but did not destroy.

"Those native flowers are priceless. They have been entrusted to our care and we owe their preservation to future generations.

"When a plant once becomes extinct, no matter how clever man is, he cannot restore it to Nature's Treasure House.

"The flowers that stand at the head of the list in need of protection are those belonging to the Lily and Orchid families. Most of these can easily be recognized by the parallel veining of their leaves, and by their flowers having their parts in threes or in some multiple of three.

Thrift lessons are today a necessary part of the school curriculum, and no phase of that subject is more important than the "Care of Books." At the very beginning, with the smallest child in first grade, lessons of Carefulness and Neatness should be stressed constantly, until it becomes second nature with the child to care for the new book that has been given him. In very many cases, the presentation of this new reading book, marks the child's first experience in being made responsible. It is a fresh sensation. Then while he is willing and receptive, the time for inculcating these lessons of Carefulness and Neatness has come. No child should be permitted to take a book from the schoolroom until it has been covered with a substantial Holden Book Cover. Made of strong fiber material, with a smooth egg-shell finish. The cover proves a secondary binding for the school book. It takes from the back of the book, much of the strain of its constant opening and closing. It keeps the book free from the dampness of snow and rain. It takes on itself the soil and stain of much handling. When a Holden Cover is soiled and dirty, it can be made clean and neat with a damp cloth, and when that becomes impossible, it can be torn off and a new cover substituted. These are just a few of the lessons that can be impressed on the child, and the wise teacher will readily see that while she is teaching Neatness, Carefulness and Cleanliness, she is prolonging the life of her books at the same time.

The newly organized and progressive Alaska Educational Association has sent a paid-up, active membership to Mrs. Frances Effinger-Raymond, Pacific Coast and Orient manager, the Gregg Publishing Company. Mrs. Raymond has visited the Alaska schools and has a professional interest in the work done in the secondary schools, as well as a large acquaintance among the teachers.

Steps have been taken to organize in an affiliated society the vocational teachers of Southern California. It is meant to include trade teachers, part-time teachers, members of the Alumni Association of the University of California Southern Branch trade teachers, supervisors of teachers' training courses, directors of school vocational departments, etc. Attending

Unknown Writers

J O I N

The Pioneer Writers Guild of America
A sincere attempt to discover and bring forward native American talent.

THE PIONEER MAGAZINE—The expression of the younger writers and artists.

For particulars address the Secretary.
THE PIONEER WRITERS GUILD OF AMERICA
Guild Hall
9 Charles Street New York City

OUTLINES War, Geography, History, Civics, Arithmetic, Grammar, Business Forms, Botany, Map Series, Physiology, Physics. They are pamphlets prepared to meet the almost universal demand for a brief summary of the important facts in the various branches, but not so brief but that the student may secure an intelligent knowledge of the subject without the use of other textbooks for explanation. Price 20c.

Discount on orders of ten or more
JENNINGS PUB. CO., INC.
Box 17, Brooklyn, N. Y.

Cantilever Shoe

for Men,
Women and
Children

A Series of Personal Letters



This came from a man in Kentucky:

"Mr. G.— H— and I purchased on the 20th inst. one pair each of Cantilever Shoes which have been received. I had been wearing steel arches for several years and I wish to say that these shoes are the best I have ever worn and the only ones that have given me real comfort."

Advantages of Flexible Shank

Both men and women find the flexible shank of Cantilever Shoes a more natural and more agreeable support than the old-fashioned steel arch. Also, this flexibility permits strengthening exercise of arch muscles, leading to better feet, while the springy step eases your walking.

We invite you to come and see how good looking they are and how comfortable you feel in them.

Expert Fitting Always

Cantilever Shoe Stores, Inc.

ROOMS 250-252 PHELAN BLDG.

Arcade Floor—San Francisco

Rooms 201-205 Henshaw Bldg.

14th and Broadway, Oakland

Mail Orders Filled. Send for Booklet.



Physicians Know

that it is both refreshing and invigorating to sip a glass of cool water containing a teaspoonful of

Horsford's Acid Phosphate

A pleasant efficacious tonic for the brain, the nerve cells and the digestive system. Non-alcoholic, it invigorates without undue stimulation—readily assimilated and quickly beneficial in all ordinary conditions.

Sold by Druggists

Rumford Chemical Works, Providence, R. I.

B-48 5-18



Design, Construct and Install Modern Unit Scenery, Fabric and Velour curtains, Properties and Lighting Effects. Also Maintain a Helpful Service Gratis. Drops or Complete Productions for Rent.

STUDIOS:

1638-04
LONG BEACH AVE.
LOS ANGELES

1873-83
MISSION ST.
SAN FRANCISCO

the recent preliminary meeting for organization were a score or more of men and women from Fresno to San Diego, who are connected with the work in as many cities.

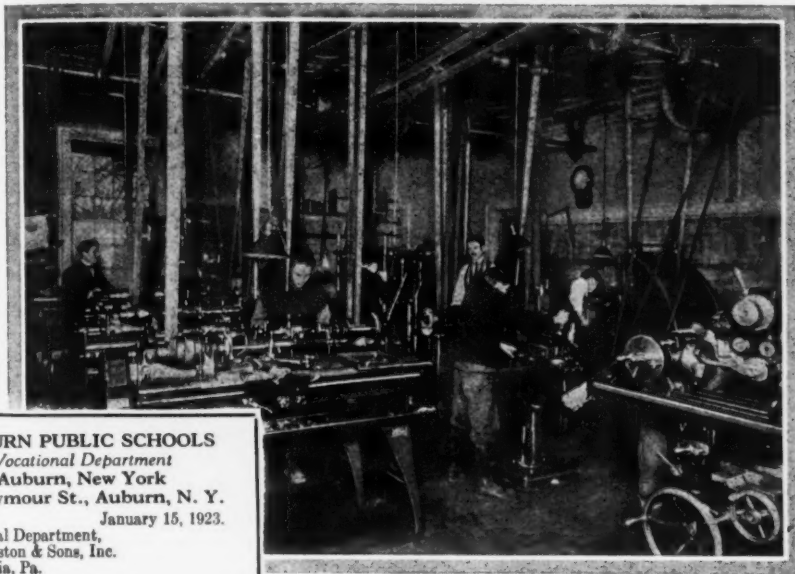
It is not easy to overestimate the stimulating and beneficent service which the Federal Bureau of Education is continually rendering. No other agency covers anything like the entire field or in so detailed a way. But it is unfortunate that as a subordinate bureau it finds itself perpetually handicapped, not so much financially, as in having its publications delayed by the exigencies of public printing, and the dissemination of much valuable information—information whose value would be greatly increased if it could be furnished betimes. There has just reached the editor's desk a series of seven bulletins giving the Educational Directory for the United States. But it is for 1919-1920, and for many of the dates and officials is out of date. For example, 83 junior colleges are listed, of which 14 are credited to California. The numbers of both have been, it is known, considerably increased in two years. Even in this list it appears that in the number of schools California stands first, Missouri second, Texas third and Virginia fourth. It is astonishing to discover that more than half of all (46) are located in nine Southern States. Forty-five higher institutions maintain Departments of Educa-

tion. For the preparation of kindergartners there are 76 independent schools, beside 59 normal schools having kindergarten training departments.

Kansas has 89 consolidated schools. A recent questionnaire was sent out asking for the judgments of patrons as to the success of the policy. Sixty-three replies came from 33 of the districts. With but three exceptions, all claimed that the consolidated school had been a success; long transportation routes seemed to be the only objection. Not one, however, expressed a willingness to return to the old one-room, one-teacher system. The demand was general for better buildings and better roads. It was generally agreed that the plan secures better attendance, better teachers, a better community spirit, more efficient training, and incentives to high school attendance. It has made taxes somewhat higher, but the advantages gained far outweigh the added costs.

Much is said of the unfortunate policy of a frequent change of teachers and superintendents in the public schools. But these are not the only sufferers; the colleges belong to the same group. The February Educational Review gives a list of 121 institutions that have changed presidents during the last three years; and some of them, it is known, more than once.

Better Work



AUBURN PUBLIC SCHOOLS
Vocational Department
Auburn, New York
250 Seymour St., Auburn, N. Y.
January 15, 1923.

Educational Department,
Henry Disston & Sons, Inc.
Philadelphia, Pa.
Gentlemen:

I have looked over your books on saws, and files, and enjoyed them to the limit.

We get books or circulars from many sources but none as fine as yours so I hardly dare ask for them for all my students, yet if you do present them to students of trade schools, I want them for I think they will create interest wherever they are shown. I know all will want such books as the File In History, The Disston Saw, Tool, and File Book, the Lumberman's Hand Book, and the Pruning Book.

Please send what you think reasonable and we will be thankful and try to give our students the benefit of your kindness and encouragement in trade school work.

Yours truly,
WALTER S. SMITH.

Machine Shop Instructor
Auburn Vocational School

Manual Training School, Auburn, N. Y.

GOOD tools are necessary in training school work. Not only because they are constantly used, but also because they are often abused. No one knows this better than the training school instructor.

That is why the name Disston is seen on the saws, tools, and files of so many of the country's best training schools.

Henry Disston & Sons, Inc.

Makers of "The Saw Most Carpenters Use"

Philadelphia, U. S. A.

Write to Department (N) for information about any Disston Saw, Tool, or File or Disston Educational Booklets and Charts.

DISSTON

SAWS TOOLS FILES

Say you saw it in the Sierra Educational News



2119 Allston Way · Berkeley, California

SUMMER SESSION for 1923

Offers These 40 Courses for Teachers

APPLIED DESIGN
BASKETRY and BEADWORK
BATH and TIED and DYED WORK
BLACKBOARD DRAWING
BLOCK PRINTING and STENCILING
CONSTRUCTIVE DESIGN
COSTUME DESIGN and
ILLUSTRATION
ELEMENTARY and ADVANCED
ANTIQUE
ELEMENTARY WEAVING
FIGURE and OUTDOOR SKETCHING
FREEHAND DRAWING and
PERSPECTIVE
FURNITURE DESIGN
GRAPHIC DESIGN and LETTERING
HOME ARCHITECTURE
INSTRUMENTAL DRAWING
INTERIOR DECORATION
JEWELRY
LIFE DRAWING and PAINTING

LOOM WEAVING
MECHANICAL DRAWING
METAL WORK
METHODS OF TEACHING
MODELING
OUTDOOR LANDSCAPE PAINTING
PAPER FOLDING and CARDBOARD
WORK
PEN-AND-INK
PLANT ANALYSIS
POSTER ART IN ADVERTISING
POTTERY
PRIMARY CONSTRUCTION WORK
PROJECT WORK
SEWING and DRESSMAKING
STAGE CRAFT
STITCHERY
TEXTILE WEAVING
THEORY OF COLOR
TOY DESIGN and EXECUTION
WASH DRAWING
WATER COLOR

All of the above courses will be given during the 17th annual
Summer Session June 25th to August 3rd, 1923

Students desiring credit for courses taken in the Summer School to
apply toward degrees should consult the Registrar.

*Early registration is always desirable. Students may register for the Summer
Session at any time during March, April, May and June. Definite class assign-
ments will be made on Saturday, June 23, and Monday, June 25. Class work
will begin on Tuesday, June 26.*

F. H. MEYER, Director

Classes at
Berkeley and
Oakland



Write for
Summer School
Catalog